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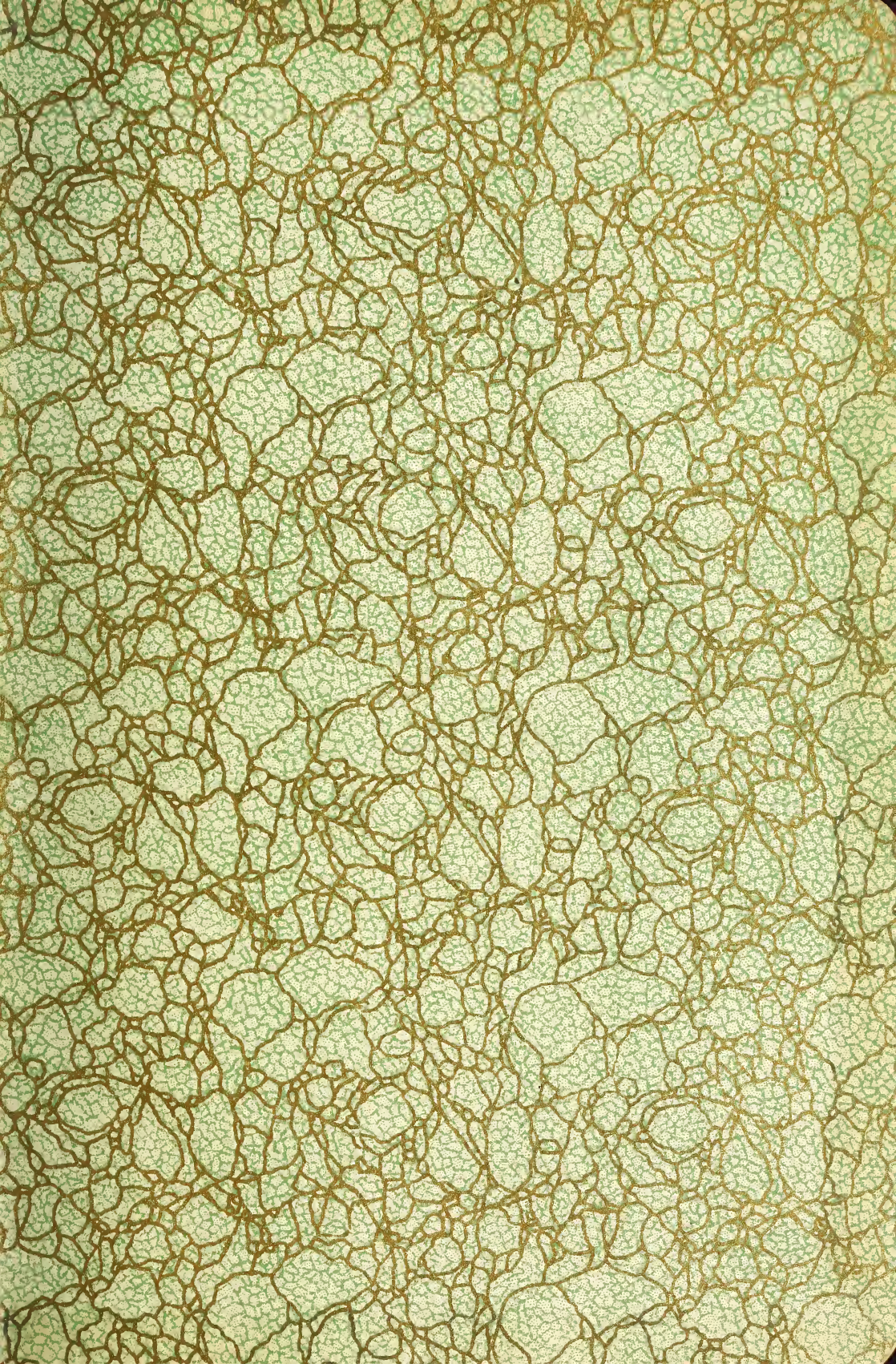
COURSE OF STUDY

MAY TRUMPER

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State Course of Study

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Rural Schools of Montana

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1919

PREPARED BY

State Department of Public Instruction
HELENA, MONTANA

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HELENA, MONTANA



INTRODUCTION.

This volume is practically a reprint of the courses of study for rural schools issued by this department two years ago in separate pamphlets for each subject. It has not been possible to attempt revision at this time. A few changes have been made to meet constructive criticisms and growth of experience and particularly to bring the courses in history and geography a little more nearly up to date.

It is not our intention that the former courses should be replaced by this volume. The reprint is made merely to supply losses and the demand due chiefly to rapid increase in the number of rural schools in the state.

The subjects as outlined in this course do not represent certain portions of texts to be covered in a given time, but rather phases of subject matter that appeal directly to children's interests and at the same time have a specific bearing upon future needs. Emphasis is placed not only upon what children should learn, but also upon the method by which they should acquire knowledge and upon permanent habits of work, the last two of which practically determine the social usefulness of the individual.

There will be need of constant adaptation of this course to varied community needs, but more particularly to the rapid changes at this time in world, national and state affairs. It is only by such adaptation that the intent of the curriculum can be carried out.

It is hoped that the syllabus in agriculture, which has been issued as a separate bulletin, may be revised at some later date so as to cover work in nature study for the intermediate grades, this work for the primary grades being now included in the language course. It is also planned to issue courses in drawing and applied arts and in music, the courses to be prepared by the cooperative efforts of specialists in these fields of work.

Acknowledgment of assistance in the preparation of the original courses is given to members of the faculty of the State Normal College and to other educators of the state who responded to requests for suggestions and constructive criticisms; also to members of several normal school faculties and to other educators outside the state; and particularly to two members of this department, Miss Adelaide M. Ayer and Mr. Charles M. Reinoehl, rural school supervisors for Montana. Numerous state and county courses of study have been sources of suggestion, particularly in organization.

MAY TRUMPER,
Supt. of Public Instruction.

"In these trying and chaotic times when the world is beset by unrest, by anarchy, by revolution, by the devil's brood of appalling evils that follow in the train of war, we must make sure that the foundations of our republic are set on a rock that it may stand against the flood.

"The peace and security of the world of the future will be in the safe keeping of the generation now in our schools. These boys and girls must 'weave up the raveled sleeve' of civilization. Their hands must minister to the wounds of the nations. Their minds must meet and solve the difficult and crucial problems that will be their inheritance. Their hearts must be so imbued with the horrors of war and with the poverty and anguish that inevitably follow in its wake that they in their time will enter upon it only as a last resort in national self-defense or in support of some great principle of humanity.

"Never has there been a more urgent need for high-minded, great-hearted, splendidly trained, 100 per cent American instructors to drive home the vital lessons that these times hold."—Extract from Editorial in Literary Digest.

MANUAL TO COURSE OF STUDY FOR RURAL SCHOOLS OF MONTANA

What the Course of Study Contains.

The present tendency all over the country is to make a curriculum not merely a bare outline of subject matter but also motivated material and suggestive live issue problems. The Montana course is fuller than the older courses in this and other states, as the outline of subject matter has been enriched by method helps, type lessons, references, and a few educational principles.

Teachers will be held responsible for the WHOLE course to study, the educational principles, the problems suggested and the aims, as well as for the bare outlines and page references.

Teachers and patrons unacquainted with Montana school law in regard to the use of the Course of Study, are referred to Sec. 803-1, School Laws for 1919.

Plan of Alteration and Combination of Work.

Educators and country life leaders have recognized for years that the time element is one of the most important considerations in the improvement of rural schools, but all have been conservative in making experiments that would give longer class periods and fewer recitations. Several years ago a number of progressive states tried a plan of combining and alternating classes which has proved to be so successful that it is no longer considered an experiment. The State Department of Public Instruction has felt that the time is ripe for Montana to fall in line with many other progressive states by adopting a less rigid scheme of grading in country schools and therefore a plan of alternating and combining classes went into effect in all rural schools of five grades or more, September, 1917.

How Combination and Alternation Work

First, we must get away from the use of the term "grades" in order to avoid confusion and misunderstanding.

In one-teacher schools of five grades or more the word "class" should be used. The eight grades or years under the old plan will be divided into five classes under the new plan. These classes will be known as:

- Class E (Grade I)
- Class D (Grade II)
- Class C (Grades III and IV)
- Class B (Grades V and VI)
- Class A (Grades VII and VIII)

Class A, Class B, and Class C each represents the combination of two grades. The terms "upper division" and "lower division" should be used to distinguish the classification instead of grades. Thus in odd years, (1919-20, 1921-22, etc.), upper division work in these classes will be followed; in even years (1920-21, 1922-23, etc.); lower division work will be taken.

The first and second year pupils (Classes E and D) will each be by themselves except in language. The third and fourth year pupils (Class C) will be combined in Reading, Language and Arithmetic. The fifth and sixth year pupils (Class B) will take Reading, Language, Arithmetic, History and Nature Study together. The seventh and eighth year pupils (Class A) will be combined in Reading, Language and Grammar, Agriculture, Arithmetic and History. Eighth year pupils will be by themselves in Civics.

The classes in Geography, Hygiene and Spelling have a different combination. In Geography, the fourth and fifth year pupils (upper division of Class C and lower division of Class B) will be combined, also sixth and seventh years (upper division of Class B and lower division of Class A). There will be only one formal class in Physiology and Hygiene, though some instruction will be given in that subject in the first four years as outlined under language in the new curriculum. The sixth and seventh year pupils (lower division of Class A and upper division of Class B) will be combined for Hygiene and Physiology. In Spelling all pupils, except those in Class E, will be grouped in three classes and will be known as Classes C, B, and A. Pupils will be placed in that class in which they can do the best work without regard to ability or standing in other subjects.

Table of Alternation and Combination.

7th and 8th years (Class A)	5th and 6th years (Class B)
Reading	Reading
Language and Grammar	Language
History	History
Arithmetic	Arithmetic
Agriculture	Nature Study
Civics (8th year <i>only</i>)	
3rd and 4th years (Class C)	1st and 2nd years (Class D E)
Reading	Language (including History,
Language (including History,	Hygiene and Nature Study)
Hygiene and Nature Study)	
Arithmetic	
1st year (D Class)	2nd year (E Class)
Reading	Reading
Numbers	Numbers
Phonics	

Combination for Geography, Hygiene and Spelling.

Geography

4th and 5th years (Class BC)

6th and 7th years (Class AB)

Hygiene

6th and 7th years (Class AB)

Spelling

Three divisions above the first year, *classified according to spelling ability.*

Subjects for Entire School.

Writing

Music

Drawing

Odd and Even Years Work.

In the course of study the work has been so outlined that the classes combined will be taking one line of work odd years (1919-20, 1921-22 etc.) and another line of work even years (1920-21, 1922-23, etc.). By studying the curriculum it will be seen that the work outlined for odd and even years is equally difficult and it has been so arranged that one year's work does not depend upon previous study of the other year's work. This is best illustrated by Arithmetic. We have been in the habit of taking the multiplication tables in order (tables of 2's, 3's, 4's, etc., thru 12's) but there is no vital reason why this should be for we all know that the table of 7's, for example, is much more difficult than the table of 10's. To make the work of odd and even years equally difficult the tables 5's, 6's, 9's, 10's

and 11's will be taken odd years and the tables 3's, 4's, 7's, 8's and 12's will be taken even years.

In subjects like History and Geography a different organization from the traditional is given in order to plan a well balanced scheme of alternation and combination of work. There is no vital reason why the study of one continent in Geography should precede the study of any other. In American History, for example, after a general survey of the whole field thru hero stories in the fifth year, there is no good reason why children cannot better grasp and appreciate the conditions during the early history of our country after they have studied the more recent events.

Table of Combination and Alternation.

The following will illustrate how the plan of combination and alternation of classes will work in the different subjects:

Reading.

Odd Years (1919-20, 1921-22, etc.)

Class E (Grade I) work outlined for First Year.

Class D (Grade II) work outlined for Second Year.

Class C (III and IV) work outlined for Fourth Year.

Class B (V and VI) work outlined for Sixth Year.

Class A (VII and VIII) work outlined for Eighth Year.

Even Years (1920-21, 1922-23, etc.)

Class E (Grade I) work outlined for First Year.

Class D (Grade II) work outlined for Second Year.

Class C (III and IV) work outlined for Third Year.

Class B (V and VI) work outlined for Fifth Year.

Class A (VII and VIII) work outlined for Seventh Year.

Arithmetic.

Odd Years (1919-20, 1921-22, etc.)

Class E (Grade I) work outlined for First Year.

Class D (Grade II) work outlined for Second Year.

Class C (III and IV) work outlined for Fourth Year.

Class B (V and VI) work outlined for Sixth Year.

Class A (VII and VIII) work outlined for Eighth Year.

Even Years (1920-21, 1922-23, etc.)

Class E (Grade I) work outlined for First Year.

Class D (Grade II) work outlined for Second Year.

Class C (III and IV) work outlined for Third Year.

Class B (V and VI) work outlined for Fifth Year.

Class A (VII and VIII) work outlined for Seventh Year.

Language and Grammar.

Odd Years (1919-20, 1921-22, etc.)

Class DE (I and II) work outlined for Second Year.

Class C (III and IV) work outlined for Fourth Year.

Class B (V and VI) work outlined for Sixth Year.

Class A (VII and VIII) work outlined for Eighth Year.

Even Years (1920-21, 1922-23, etc.)

Class DE (I and II) work outlined for First Year.

Class C (III and IV) work outlined for Third Year.

Class B (V and VI) work outlined for Fifth Year.

Class A (VII and VIII) work outlined for Seventh Year.

History.

Odd Years (1919-20, 1921-22, etc.)

Class B (V and VI) work outlined for Sixth Year.

Class A (VII and VIII) work outlined for Eighth Year.

Even Years (1920-21, 1922-23, etc.)

Class B (V and VI) work outlined for Fifth Year.

Class A (VII and VIII) work outlined for Seventh Year.

Civics.

Class A one outline, for 8th year pupils *only*.

Hygiene and Physiology.

Odd Years (1919-20, 1921-22, etc.)

Class AB (VI and VII) work outlined for Seventh Year.

Even Years (1920-21, 1922-23, etc.)

Class AB (VI and VII) work outlined for Sixth Year.

Below Class B, Hygiene is included in the Language curriculum.

Nature and Agriculture.

Odd Years (1919-20, 1921-22, etc.)

Class B (V and VI) work outlined for Sixth Year.

Class A (VII and VIII) work outlined for Eighth Year. (Misprint in direction at top of page 29 of Agriculture course.)

Even Years (1920-21, 1922-23, etc.)

Class B (V and VI) work outlined for Fifth Year.

Class A (VII and VIII) work outlined for Seventh Year. (Misprint in direction at top of page 19 of Agriculture course.)

Nature Study in C, D, and E Classes is included in the Language curriculum.

Geography.

Odd Years (1919-20, 1921-22, etc.)

Class BC (IV and V) work outlined for Fifth Year.

Class AB (VI and VII) work outlined for Seventh Year.

Even Years (1920-21, 1922-23, etc.)

Class BC (IV and V) work outlined for Fourth Year.

Class AB (VI and VII) work outlined for Sixth Year.

Spelling.

Class E (Gr. 1) work in connection with Reading—no spelling class. School divided into three classes, no attention being paid to grades. *The three divisions selected according to spelling ability rather than class lines.*

Writing.

Entire school in one class, or two divisions, the advance and lower class alternating by days.

Music.

Entire school in one class or two divisions, the advance and lower classes alternating by days.

Industrial Arts (Handwork).

Classes C, D, and E (Grades I-IV).

Sewing, Industrial Arts (Manual Training and Handwork), and Junior Red Cross Work.

Classes A and B (Grades V-VIII).

Drawing.

All classes together in schools where drawing is to be taught as a subject by itself. No separate outline for this subject is given as it is thot best to teach it in connection with other subjects.

Cooking and Homemaking.

Theory as a part of Hygiene (Class AB).

Practical work in preparing warm noon lunch and home project work.

Textbooks in Schools of Five or More Years.

In one-teacher schools of five or more years the alternation and combination of classes will be followed. In such schools the following basal textbooks should be used odd years (1919-20, 1921-22, etc.). Several supplementary books, as given in each course, should also be used.

Reading.

Riverside Third Reader—Grade III	} Class conducted as one
Easy Road to Reading Third Reader—Grade III	
Natural Methods Reader Third Reader—Grade III	
Studies in Reading Third Reader—Grade III	
Riverside Fourth Reader—Grade IV	
Easy Road to Reading Fourth Reader—Grade IV	
Natural Method Reader Fourth Reader—Grade IV	
Studies in Reading Fourth Reader—Grade IV	

Elson Grammar School Reader Book II—Grades V and VI.

Young & Field Literary Readers Book Six—Grades V and VI.

Elson Grammar School Reader Book IV—Grades VII and VIII.

Young & Field Advanced Literary Readers Part Two—Grades VII and VIII.

Language.

Driggs, Live Language Lessons, Elementary Book, Part I, for Grades III and IV.

Driggs, Live Language Lessons, Advanced Book, Part I, for Grades V and VI.

Driggs, Live Language Lessons, Advanced Book, Parts II and III, for Grades VII and VIII.

Geography.

Grades IV and V—Tarr and McMurry, Geography—First Book.

Grades VI and VII—Tarr and McMurry, Geography—Second Book.

Agriculture.

Benson & Betts, Agriculture for Grades VII and VIII.

History.

Grades III and IV—Supplementary—Harding's Greek Gods, Heroes and Men.

Baldwin's Old Greek Stories.

Grades V and VI—Supplementary text *this year* based on European history.

Mace and Tanner, Stories of Old Europe and Young America.

Harding, The Story of Europe.

Hall, Our Ancestors in Europe.

Grades VII and VIII—Gordy, History of the United States.

Arithmetic.

Stone-Mills Arithmetics.

Primary Arithmetic—Grades III and IV.

Intermediate Arithmetic—Grades V and VI.

Advanced Arithmetic—Grades VII and VIII.

The order of topics as given in the course of study in arithmetic should be followed in all classes rather than the order given in the text book. *This is very important.*

Spelling

New World Speller—three book series.

Pupils classified according to ability to spell.

Civics

Grade VIII only, Reinsch, Civil Government.

Hygiene.

Grades VI and VII—Conn, Elementary Physiology and Hygiene or Tuttle, Principles of Public Health.

The following textbooks should be used even years (1920-21, 1922-23, etc.).

Reading

Riverside Third Reader—Grade III.	} Class conducted as one.
Easy Road to Reading Third Reader—Grade III.	
Natural Method Readers Third Reader—Grade III.	
Studies in Reading Third Reader—Grade III.	
Riverside Fourth Reader—Grade IV.	
Easy Road to Reading Fourth Reader—Grade IV.	
Natural Method Reader Fourth Reader—Grade IV.	
Studies in Reading Fourth Reader—Grade IV.	

Elson Grammar School Reader Book I—Grades V and VI.

Young & Field Literary Readers Book Five—Grades V and VI.

Elson Grammar School Reader, Book III—Grades VII and VIII.

Young & Field Advanced Literary Readers Part One—Grades VII and VIII.

Language

Driggs, Live Language Lessons, Elementary Book, Part II—Grades III and IV.

Driggs, Live Language Lessons, Elementary Book, Part II—Grades V and VI.

Driggs, Live Language Lessons, Advanced Book—Grades VII and VIII.

Agriculture

Benson and Betts, Agriculture—Grades VII and VIII.

History

Mace, Primary History—Grades V and VI.

Gordy, History of the United States—Grades VII and VIII.

Arithmetic.

Stone-Millis Arithmetics.

Primary Arithmetic—Grades III and IV.

Intermediate Arithmetic—Grades V and VI.

Advanced Arithmetic—Grades VII and VIII.

The order of topics as given in the course of study in arithmetic should be followed in all classes rather than the order given in the text book. *This is very important.*

Civics, Geography, Hygiene and Spelling. Same textbooks as for odd years. (See page 11).

ADVANTAGES OF THE ALTERNATION PLAN.

Teachers who have come from the states where the alternation and combination plans have been adopted will welcome this plan for Montana and will have no difficulty in putting it into practice. There may be more or less confusion the first year among teachers, pupils and patrons who are not familiar with the scheme. Will teachers become familiar with it and cooperate by explaining the purpose of such a scheme and by making clear to patrons that the many great advantages will more than offset any confusion that may arise at first?

Alternation will give:

1. Fewer classes a day.
2. Longer time for each class.
3. More of the teacher's time to lower grades than heretofore.
4. Fewer subjects for the teacher to prepare and, therefore, better preparation for each recitation.
5. Larger classes and, therefore, more interest and competition.

ARE THESE YOUR PROBLEMS?

There are several questions in regard to unusual cases that may arise. The following that have come to the attention of the State Department may help to solve **your** problem.

1. **Question:** I am to have this year (1919-20) a school with all grades but the eighth (according to the old plan). Will the seventh year pupils take odd or even year's work outlined for Class A?

Answer: Take the work outlined for eighth year which is the odd year's work for Class A. By so doing you will save having both seventh and eighth year work in 1920-21.

2. **Question:** I am to teach a summer school that begins in March, 1920. Shall I take work outlined for odd or even years?

Answer: Take the same outline that you would take if your school began the following September. The term "even years" is used for the school year that begins **any time** during 1920, 1922, etc.

3. **Question:** A certain school has four grades (according to the old plan), therefore, it should not adopt the plan of combination and alternation of classes. In the middle of the year new pupils enter, making six grades (ac-

cording to the old plan). Shall I change in the middle of the year to the plan of combination and alternation?

Answer: That is a case in which the teacher will have to use her judgment and if possible consult with the county superintendent. It will probably be best to slip the entering pupils into classes that are already formed.

4. Question: A fifth year pupil enters my school in the middle of the year (1919-20) from a town school. I have no class doing fifth year work, as it is an odd year, and the fifth year pupils (Class B) are taking work outlined for sixth year with upper division of Class B. Shall I make a new class for the entering boy?

Answer: No. He will be no more of a misfit if put with your Class B that is doing sixth year work than if put into the fifth grade of any country school of four years or less. A pupil that changes from a town school to a rural school or a rural school to a town school has usually been a misfit and will be no more so under the alternation plan.

5. Question: As the size of rural schools changes a great deal from year to year, how will next year's teacher know whether last year's teacher used the alternation plan and thereby covered the course of study intended for schools of more or less than four years?

Answer: By records which last year's teacher sent to the county superintendent at the close of the school year. It is imperative that these records be left with the county superintendent.

6. Question: Will a pupil from a school using the alternation plan be at a disadvantage in entering a city elementary or high school?

Answer: No. He should be better prepared than under the old plan as he will have had more of the teacher's time, will have been in larger classes and will be better trained in habits of study thru greater use of reference books.

7. Question: By combining seventh and eighth year work I shall have a class of fourteen pupils. Will that be a practicable combination?

Answer: In extremely large one-teacher schools it may be impossible to use the alternation plan in all classes if the classes so grouped show extremes of ability. This is a case in which the teacher should consult the county superintendent before making a definite grouping. Every effort

should be made in such large schools to employ two teachers as one teacher can not do efficient work under any plan if she has over thirty-five pupils.

FIRST YEAR PUPILS.

There should be concerted action on the part of teachers, trustees and county superintendents to get patrons to start beginners only when school opens in the fall. Teachers who have several classes should never start a "primer" or "beginner's" class in the middle of the year when a first year class has already been created. Parents of beginners who enter late must not expect the teacher to start a sub-primary class which, in a country school, is a poor excuse for a kindergarten.

HIGH SCHOOL WORK IN RURAL SCHOOLS.

In some communities far from high schools pressure has been brought to bear on teachers in one-room schools to teach a few high school subjects, thus robbing the other pupils of the teacher's time that belongs to them. There are several good reasons why this should not be allowed.

1. A one or two-teacher school will be weakened rather than strengthened by adding high school work.
2. A one or two-teacher school can not do satisfactory high school work because of lack of time and inadequate laboratories and other high school equipment.
3. High school work will not be approved by the State Department of Public Instruction in schools employing fewer than three teachers, if all the elementary grades are represented.

MINIMUM REFERENCE LIBRARY NEEDED.

It will be necessary that every rural school shall have certain reference books which are often referred to in the course of study if the curriculum is to be used intelligently. The following minimum list of reference books should be ordered at once if they are not already a part of the school library.

History.

Third and Fourth Years—Supplementary.

Mable, Norse Stories.

Baldwin, Old Greek Stories.

Baldwin, Old Story of the East.

Fifth Year.

Flaisdell, Hero Stories From American History.

Guerber, Story of the Thirteen Colonies.

Guerber, Story of the Great Republic.
 McBrien, America First.
 McMurry, Pioneers of the Rocky Mountains.
 Mowry, American Inventions and Inventors.
 Judson, Montana, the Land of Shining Mountains.

Sixth Year.

Andrews, Ten Boys.
 Blaisdell, Stories of English History.
 Gordy, American Beginnings in Europe.
 *Hall, Our Ancestors in Europe.
 *Harding, The Story of Europe.
 *Mace and Tanner, Stories of Old Europe and Young America.
 Tappan, Old World Hero Stories.

Seventh and Eighth Years.

Beard and Bagley, The History of the American People.
 *Benezet, The World War and What Was Behind It.
 Brigham, Geographical Influences on American History.
 *Fogarty, The Story of Montana.
 Sparks, The Expansion of the American People.
 Thwaites and Kendall, A History of the United States.
 *Current Events (Educational Press Co., Chicago, Ill.)

Language.

(Includes Nature and History for the first four years).

*Burt, Pictures Every Child Should Know.
 *Bacon, Poems Every Child Should Know.
 Stevenson, A Child's Garden of Verses.
 *Bryant, Stories to Tell to Children.
 *Dopp, The Tree-Dwellers.
 *Dopp, The Early Cavemen.
 *Dopp, The Later Cavemen.
 Snedden, Docas, the Indian Boy of Santa Clara.
 Bayliss, Lolami, the Cliff Dweller.
 *Guerber, The Story of the Chosen People.
 Eastman, Indian Boyhood.
 Andrews, Seven Little Sisters.
 *Comstock, Handbook of Nature Study for Teachers and Parents.
 Hodge, Nature Study and Life.
 Wilson, Nature Study in Elementary Schools.
 *Specially recommended.

Arithmetic.

*Waldo and Harris, First Journeys in Numberland.
 Hoyt and Peet, First Year in Number.
 *Thomas, Rural Arithmetic. (A full set for 7th and 8th years if possible.)
 Farmer and Huntington, Food Problems.

Hygiene.

*Curtis, Play and Recreation in the Open Country.
 *Bancroft, Games for the Playground, Home and Gymnasium.

- *Kinne and Cooley, Food and Health.
- Kinne and Cooley, Clothing and Health.
- Kinne and Cooley, The Home and the Family.
- *Gulick Hygiene Series:
 - *The Body at Work.
 - *Emergencies.
- *Hutchinson, Community Hygiene.
- *Tuttle, Principles of Public Health. (Several copies is possible.)
- Boy Scout Handbook.

Geography.

- *Carpenter, Geographical Readers:
 - North America.
 - South America.
 - Asia.
 - Africa.
 - Australia and the Islands of the Sea.
- *Chamberlain:
 - How We Are Fed.
 - How We Are Clothed.
 - How We Are Sheltered.
- Smith, Eskimo Stories.
- Rocheleau, Great American Industries.
- Keller and Bishop, Commercial and Industrial Geography
- Chance, Little Folks of Many Lands.

Supplementary Readers.

For the first four grades—at least four sets of Primers and First Readers needed, two or three sets for other classes.

- Free and Treadwell Readers.
- Story Hour Readers.
- Progressive Road to Reading.
- Young and Field Literary Readers.
- Edson-Laing Readers.

War Information

- The Study of the Great War—A Topical Outline With Quotations.
- McKinley Publishing Co., Philadelphia—20 cents.

Agriculture.

- Grim, Elementary Agriculture.

Music.

- "55 Songs and Choruses for Community Singing," C. C. Birchard and Company, Boston, Mass. 10c. (Several copies if possible.)

If library funds are not used annually, **the teacher should remind the trustees or report the matter to the county superintendent.** All teachers should be familiar with the school library laws (1919 School Laws, Secs., 1200, 1201, and 1205).

Teacher's Library

The State Department of Public Instruction, after a great deal of study, has selected a list of books which every country teacher needs—books which cover practically the whole rural school field, country life, general methods, nature study, industrial arts, sociology, music, etc. These books will cost about \$20.00—too small an amount for teachers to hesitate to invest.

In purchasing books, it will behoove the teacher to consider:

1. That teachers have a reputation among book agents of being a gullible class of people and therefore of being an easy mark for such agents. They are too easily persuaded to buy sets of books on the installment plan at exorbitant prices.

2. That books by unknown authors are usually not worth the paper on which they are written.

3. That sets of books by a single author may be very good but usually cover only one field.

4. That sets of books compiled especially for teachers containing short cuts or devices are usually scrappy, unreliable and expensive. Beware of books of "What to Do" or "Book of Information" and the like.

5. That the new type of teacher with a real professional spirit can not afford not to buy annually for her library a few new books by the best known educators. Therefore YOU are urged to own the following as your minimum professional library.

MINIMUM LIST OF BOOKS FOR THE TEACHER'S LIBRARY.

(Any book may be purchased from A. C. McClurg Co., Chicago, or St. Paul Book and Stationery Co., St. Paul.)

Bryant, How to Tell Stories to Children.

Barnes, English in the Country School.

Bancroft, Games for the Playground, Home and Gymnasium.

Carney, Country Life and the Country School.

*Curtis, Play and Recreation in the Open Country.

Dewey, Schools of Tomorrow.

Dobbs, Primary Handwork.

*Earhart, Types of Teaching.

Field, The Corn Lady.

Hoag and Terman, Health Work in the Schools.

Kendall and Mirick, How to Teach the Fundamental Subjects.

Quick, The Brown Mouse.

Sherman and Reed, Essentials of Teaching Reading.

Wilson, The Evolution of the Country Community.

Wilkinson, Rural School Management.

*Wilson and Wilson, Motivation of School Work.

Kinne and Cooley, Food and Health.

Gaynor, Songs of the Child Work, Book I or II.

Farnsworth, Rural School Lunch (Webb Publishing Co., St. Paul.)
Bulletin from the Bureau of Education, Washington, D. C.

No. 44, Organized Health Work in Schools.

Bulletins from American Medical Association, 535 Dearborn St.,
Chicago.

No. 1, Wood's Health Essentials for Rural School Children.

No. 2, Wood's Health Requirements for Rural Schools.

No. 3, Wood's Health Charts.

*Reading Circle List.

THE DAILY PROGRAM.

The State Department is anxious to help teachers to make better daily programs. It realizes that the making of a program is a difficult task and requires much study and experience. There are certain principles that should be followed in any program and there should be adaptations of type or "model" programs given in this bulletin to fit the conditions in individual schools. The following principles of program construction should be carefully studied.

1. Provide definite work for all classes for every period of the day.
This includes seat periods as well as class recitations.

2. Give as nearly the same total time as possible to each class. The size and ability of the class will be important factors in this time division.

3. Meet the primary classes very soon after assembling the school at the beginning of the four main subdivisions of the day.

4. Writing should never follow a recess period or other time spent in active muscular play or work.

5. Study periods should, when possible, follow the recitation periods, while details of the assignment are clearly in mind.

6. The more difficult subjects should come early in the day or soon after a period of rest or play. (Reading, which is one of the most difficult subjects during the first two years of school, should come early in the forenoon and afternoon sessions, while with older children it is one of the easier subjects, so should come later in the day.)

7. Plan industrial arts (manual training, handwork, etc.) late in the afternoon when the waves of fatigue are low.

WHY PLAN SEAT WORK?

1. Because the daily program is the children's program rather than the teacher's.

2. Because children spend a relatively longer time in study than in recitations and so need to have the study time even more carefully planned.

3. Because 50% of the children's time is wasted in the majority of rural schools due to the fact that seat work is not planned.

4. Because it is even more important to teach children to study than to recite.

Seat work is to be indicated on all programs, and the program in use is to be posted in a conspicuous place and a copy sent to the county superintendent early in the school year.

STUDY PROGRAMS.

Every device possible should be considered that will train children how to study, prevent the waste-time habit, and encourage concentration. To help children we suggest that every class above the second year have a separate program taken from the program of the entire school. These programs may be copied by individual pupils and kept on their desks or one may be posted for each class, where each member can see it. The following would be a program for a sixth year pupil. By comparing with the "Program for a School of Five Years" it will be seen that it coincides with the sixth year work.

9:00— 9:10	Opening Exercises.
* 9:10— 9:40	Study History ³ or Nature Study ² .
9:40— 9:55	Recite Arithmetic.
9:55—10:10	Study Arithmetic.
10:10—10:25	Writing.
10:40—11:00	Study Arithmetic.
11:00—11:15	Recite Language.
11:15—11:45	Study Language.
11:45—12:00	Recite Hygiene.

1:00— 1:10	Music.
1:10— 1:40	Study Hygiene.
1:40— 2:10	Study Geography.
2:10— 2:25	Map Work.
2:40— 2:55	Recite Geography.
2:55— 3:10	Study Reading
3:10— 3:25	Recite Reading.
3:25— 3:35	Recite Spelling.
3:35— 3:45	Study Spelling.
* 3:45— 4:00	Recite History ³ or Nature ² .

*The exponent (Study History³ or Nature Study², refers to the number of days in the week.

INDUSTRIAL ARTS.

Industrial arts is a comparatively recent term given to cover manual training, handwork and all other industrial work. Usually, however, the term household arts is used in the last three or four years of the elementary school to cover the work for girls in cooking, sewing and other home making projects.

PROGRAM FOR A SCHOOL OF FIVE YEARS

Class Periods

Seat Work and Study Periods

Begin	Min.	Classes	Class E First Year	Class D Second Year	Class B Fifth and Sixth Years	Class A Eighth Year
9:00	10	Opening Exercises				
9:10	15	E Reading		Study Reading	Study History ³ , Nature ²	Study Arithmetic
9:25	15	D Reading	Sentence Building		Study History ³ , Nature ²	Study Arithmetic
9:40	15	B Arithmetic	Sentence Building	Word Study		Study Arithmetic
9:55	15	A Arithmetic	Study Reading	Word Study	Study Arithmetic	
10:10	15	Writing				
10:25	15		Organized Play			
10:40	10	E Reading ³ , Numbers ²		Blackboard Work	Study Arithmetic	Study Spelling
10:50	10	D Numbers	Number Cards		Study Arithmetic	Study Spelling
11:00	15	B Language	Number Cards	Number Work		Library Reading
11:15	15	DE Language			Study Language	Library Reading
11:30	15	A Language	Play or Handwork		Study Language	
11:45	15	B Hygiene (Upper Division)			Study Language	Study Language
12:00	60		Luncheon and Play Hour			
1:00	10	Music				
1:10	15	E Phonics and Spelling		Study Reading	Study Geography	Study Hygiene
1:25	15	D Reading and Spelling	Word Study		Study Geography	Study Hygiene
1:40	20	A History ³ , Civics ²	Language Work		Study Geography	Study Geography
2:00	10	E Reading and Spelling		Language Work	Map Work	Study Geography
2:10	15	B Geography (Lower Division)	Study Reading	Study Spelling	Map Work	Study History ³ , Civics ²
2:25	15		Organized Play			
2:40	15	B Geography (Upper Division)	Handwork		Study Reading	Study History ² , Civics ²
2:55	15	A Reading ² , Agriculture ²	Handwork		Study Reading	
3:10	15	B Reading	Play or Dismiss			Study Reading ² , Agriculture ²
3:25	10	B Spelling				Study Reading ² , Agriculture ²
3:35	10	A Spelling			Study Spelling	
3:45	15	B History ² , Nature Study ²				Study Reading ² , Agriculture ²

Friday Afternoon, 2:45—30 min., D E. Handwork.

3:15—45 min., A B Sewing, Industrial Arts (Manual Training and Handwork).

The exponent, as, B History², means the number of days a week the class recites.

PROGRAM FOR A SCHOOL OF EIGHT YEARS

Class Periods

Seat Work and Study Periods

Begin	Min.	Classes	Class E First Year	Class D Second Year	Class C Third and Fourth Years	Class B Fifth and Sixth Years	Class A Seventh and Eighth Years
9:00	10	Opening Exercises					
9:10	10	E Reading		Study Reading	Study Language	Study History ³ , Nature ²	Study Arithmetic
9:20	10	D Reading	Blackboard Work		Study Language	Study History ³ , Nature ²	Study Arithmetic
9:30	15	B Arithmetic	Sentence Building	Study Reading	Study Language		Study Arithmetic
9:45	15	A Arithmetic	Sentence Building	Word Study	Poem Study	Study Arithmetic	
10:00	15	C Arithmetic	Study Reading	Word Study		Study Arithmetic	Study Arithmetic
10:15	15	Writing					
10:30	15				Organized Play		
10:45	10	E Reading ³ , Numbers ²		Study Spelling	Study Arithmetic	Study Arithmetic	Study Language
10:55	10	B Language	Number Cards	Blackboard Work	Study Arithmetic		Study Language
11:05	15	A Language	Blackboard Work	Number Work	Study Arithmetic	Study Language	
11:20	10	D Numbers	Handwork		Study Reading	Study Language	Study Language
11:30	15	AB Geography ³ , Hygiene ²		Play or Handwork	Study Reading	Library Hour	Study Language
11:45	15	C Language		Play or Handwork		Library Hour	Study Geography ³ , Hygiene ²
12:00	60				Luncheon and Play Hour		Library Hour
1:00	10	Music					
1:10	10	E Phonics		Study Reading	Study Spelling	Study Geography ³ , Hygiene ²	Poem Study
1:20	15	BC Geography	Word Building	Study Reading	Study Spelling	Study Geography ³ , Hygiene ²	Poem Study
1:35	10	D Reading	Blackboard Work		Blackboard Lang.	Map or Hygiene Drawing	Illustrated History Work
1:45	15	A History ³ , Civics ²		Handwork	Study Reading	Library Hour	
2:00	10	DE Language			Study Reading	Library Hour	*Study History ³ , Civics ²
2:10	10	B Reading		Language Seat Work	Use of Dictionary		*Study History ³ , Civics ²
2:20	15	C Reading		Language Seat Work		Study Reading	*Study History ³ , Civics ²
2:35	15				Organized Play		
2:50	10	E Reading		Study	Spelling	Study Reading	Study Reading ² , Agriculture ²
3:00	10	CD Spelling.	Study Reading			Study Reading or Spelling	Study Reading ² , Agriculture ²
3:10	10	B Spelling		Play or Dismiss	Library Hour		Study Reading ² , Agriculture ²
3:20	10	A Spelling			Library Hour	Study Spelling	
3:30	15	B History ² , Nature Study ²			Handwork		Study Spelling
3:45	15	A Reading ² , Agriculture ²			Handwork	Study History ² , Nature ²	

Friday Afternoon, 2:45—30 min., C, D and E Handwork.

3:15—45 min., A and B, Sewing and Industrial Arts (Manual Training and Handwork).

*Seventh year pupils will have library hour from 2:00 to 2:35 two days in the week while eighth year pupils study Civics.

The exponent, as, A Reading², means the number of days a week the class recites.

As it may be some time before an industrial arts curriculum is ready for publication, we wish to emphasize the importance of connecting the work that is done in the meantime with other school subjects. Too little attention has been given to the thot content in manual training and handwork, as must be expected when any subject is isolated from all others. The great value of any line of industrial arts lies in the ideas that go hand in hand with the project. Skill and execution should be subordinate to this development of general industrial intelligence.

In the first four years the work is an outgrowth of history and nature study and so the projects are suggested in the language curriculum which includes history and nature study. These projects which express the experience children are gaining are those of:

1. The Sand Table:

Projects suggested: Eskimo village, ranch, first Thanksgiving, Cliff Dwellers' home, home of early peoples, Indian village.

References:

Dobb, Primary Handwork.
Dyne, Socializing the Child.
Daniel, School Drawing, a Real Correlation.

2. Paper and Cardboard Folding:

Projects suggested: Furnishing a doll house; furnishing the village store; Christmas gifts, such as candy boxes, cornucopias, calendars, etc.

References:

Dobb, Primary Handwork.
Daniel, School Drawing, a Real Correlation.
Waldo and Harris, First Journeys in Numberland.
Dyne, Socializing the Child.

3. Paper Cutting and Tearing:

Projects suggested: Poster to represent home and community activities; special days, etc.; booklets; blackboard frieze.

References:

Daniel, School Drawing.
Dobb, Primary Handwork.

4. Weaving and Spool Knitting:

Projects suggested: Rug making in connection with study of Indians and early colonies; doll clothes; Christmas gifts, such as lamp mats, hot dish mats, horse reins.

References:

Dobb, Primary Handwork.
Dyne, Socializing the Child.
McCormack, Spool Knitting.

5. Clay Modeling (native clay):

Projects suggested: Animals and other objects for the sand table; good vase forms.

References:

- Dopp, The Tree Dwellers.
- The Early Cave Men.
- The Later Cave Men.
- Dobb, Primary Handwork.

6. Basketry:

Native materials: Corn husks, pine needles, marsh grass, birch bark, wheat straw, cat-tail leaves, timothy grass, grape vines, strawberry runners, roots of trees, also raffia.

References:

- Pine-Needle Basketry in Schools—Hammel, Bureau of Education, Washington, D. C.—5c.
- Holton and Rollin, Industrial Work for Public Schools.

In the upper years the work for girls will be an outgrowth of the hygiene—the study of food and clothing. The practical work in the study of food will be done at noon in preparing warm lunch and in the home project work, particularly in bread and canning clubs. A period is set aside for sewing for Friday afternoon. The sewing, like cooking, should be closely connected with other work and should be rich in subject matter.

Cooking:

Projects: See Hygiene Curriculum.

References:

- Kinne and Cooley, Food and Health.
- Farnsworth, The Rural School Lunch.
- Farmer, Boston Cooking School Cook Book.
- Outline Course in Housekeeping, Bureau of Indian Affairs, Washington, D. C.—5c.

Sewing:

Projects: Darning stockings brought from home; patching and sewing on buttons; lengthening skirts; making cooking aprons, caps, hand and dish towels, Junior Red Cross work. Study of cotton, silk, wool, linen; raising and manufacture of textiles; labor conditions; child labor laws. How to test linen, wool; familiarity with percale, gingham, calico, crepe, serge, cheviot, etc.; widths of common materials; shrinkage and laundering; test of "fast" colors; estimate amounts of different materials for certain patterns.

References:

- Kinne and Cooley, Clothing and Health.
- Synopsis of a Course in Sewing, Bureau of Indian Affairs, Washington, D. C.—10c.
- Chamberlain, How We are Clothed.

In the upper years the work with boys will be an outgrowth of agriculture, nature study and history. One period a week on Friday afternoon is set aside for this work but much can be done by children "earning time" from study periods. It is very fine to have a good equipment consisting of the following, but good work can be done with saws, hammer and plane.

Work bench	Combination oil stone (coarse and medium)
Jack plane (Stanley) 15-inch	Marking gauge screw point
Back saw, 14-inch	Auger bits, set of 6
Rip saw, 8-point	Screwdriver
Cross-cut saw, 9 or 10-point	Screwdriver bits
Hammer, 7-ounce	Drills, 3/32, 4/32, 5/32, 6/32 in.
Hammer, 13-ounce	Coping saw and dozen blades.
Chisels, 1/4 and 3/4 inch	Brace
Try-square, 7-inch	Oiler
Nail set	
Counter sink	

(The above tools cost \$12.80 in 1916.)

Projects (in connection with agriculture):

Cold frame	Corn-drying rack
Window box	Egg tester
Germinating box	"Broody" coop
Feed box	Egg crates
Trap nests (poultry)	Fly trap
Gate	Whippletree

Other Projects for Home and School:

Fireless cooker	Window screens
Vine trellis	Lattice screen for outbuildings
Vine arbor	Cupboards and other home furnishings

References:

Farm and Home Mechanics, Bureau of Indian Affairs, Washington, D. C. (15 cents.)

Brigham, Box Furniture—Century Co., \$1.60.

MUSIC IN THE CURRICULUM.

If I were making a public school curriculum, I would put in a little reading and writing, and a little arithmetic, a little history and geography, and a great deal of music. Next to reading and writing, even ahead of writing, and next to the power to count the simplest things in arithmetic, music is the most practical thing in our schools."—Hon. P. P. Claxton, United States Commissioner of Education.

Those who are responsible for the Montana course of study feel that Commissioner Claxton is right. The rural children need music even more than city children. Every school day should open with music and close with music.

Children should march out to music and should have singing games and folk dances at recess. What would be the far reaching influence if every school day closed with a patriotic song? The habit of singing songs and hymns together will bring about a spirit of cooperation, of neighborliness, of brotherhood, and will result in a bigger, better and more satisfying country life.

If we emphasize only the practical and material side of school work we are encouraging individualism in an already over-individualized country life. "We must educate for leisure as well as for work, for living as well as for getting a living." The higher emotions will be aroused not through arithmetic but through music, not through spelling but through singing.

Teachers and trustees are urged to put into their libraries several copies of "55 Songs and Choruses for Community Singing." (C. C. Birchard and Co., Boston, Mass. 10c) or a song book equally good. From these splendidly chosen songs, children should be able to sing from memory at least five patriotic songs, six or eight folk songs, three or four hymns, and a round. They should learn to sing them without their books and sing them in the spirit in which they were written. In the song book referred to, notice the story of the song at the top of the page. This should be discussed to get the right feeling, and through the right feeling, the right expression. *After feeling, quality rather than quantity, tone rather than volume should be the aim.*

Children should be taught to stand when the Star Spangled Banner is played or sung and to sing all the words correctly without their books. We must recognize, as have the evangelists of every country, that the highest patriotic emotions as well as religious emotions are aroused through music. *Patriotic song festivals should be as common in rural communities as the present basket ball social. Only when a generation of teachers feels the importance of such community music will America become a singing and music loving nation.*

As soon as possible a music curriculum will be issued but in the meantime community music and music appreciation should not be neglected. Music appreciation can best be taught through the use of the phonograph, a necessary part of every school equipment. Through the phonograph, the teacher may arouse an appreciation of tone quality, (that

singing does not mean shouting), stimulate an interest in the great musical classics whether they be folk songs or oratorios, train the ear to distinguish the different musical instruments and voice parts, and give an added charm to country life through the possibilities of hearing the best at home.

The following list of Victrola records is recommended:

LIST OF RECORDS FOR APPRECIATION.

(Numbers Refer to Victor Records.)

17084	Folk Dances—Shoemakers Dances Klappdans	\$.75
35389	Sousa Marches—Band D F.....	1.25
16552	Faust Waltz—Gounod—Band .....	.75
64197	Traumerei—Schumann—Violin—Elman	1.00
16454	Folk Songs—Old Folks at Home—Foster—Male Quartette Loch Lomond—Wheeler .....	.75
16696	Lullaby from Jocelyn—Godard—Orchestra Melody in F—Rubenstein—Quartette.....	1.00
31294	Strauss Waltz—Blue Danube.....	1.00
31493	Schubert Serenade—Violin and Flute. Last Rose of Summer—Wheeler.....	1.00
17384	Ballet Music—Faust—Gounod D. F. Band.....	.75
64131	Hungarian Dance. Brahms, Violin. Kreisler.....	1.00
35241	Carnival Romain Overture—Berlioz—Orchestra Polonaise Militaire—Chopin—Band	1.25
66624	Soldiers' Chorus—Faust—Gounod. Male Chorus.....	.75
16813	Evening Star—Tann.—Wagner—Alto .....	.75
16371	Spring Song—Mendelssohn—String Quartette Miserere—Cornet and Trombone—Il Trovatore—Verdi.....	.75
35007	Morning Asa's Death—Peer Gynt Suite.....	1.25
64267	Lo Here the Gentle Lark—Soprano, Flute—Obligato.....	1.00
		<hr/> \$15.00

ADDITIONAL RECORDS.

17735	Songs of Our Native Birds.....	\$.75
16998	Gaynor Songs—Little Shoemaker s. of ch. Blacksmith Song of Iron Baa Baa Black Sheep How Many Miles to Babylon Bobby Shafto .....	.75
17580	America Red, White, and Blue—Band for community singing.....	.75
18145	Old Kentucky Home Battle Hymn Believe Me Home Sweet Home—Band for community singing.....	.75
64218	Hark! Hark !the Lark. Williams Shakespeare—Schubert	1.00

31542	Bridal Chorus—Lohengrin—Wagner	1.00
64120	I Hear You Calling Me—Tenor—McCormick.....	1.00
35265	Grand March Aida—Verdi	
	Rondo Capriccioso—Saint Saens—Band.....	1.25
17186	March Romaine—Gounod—Orchestra .....	.75
35237	Onward Christian Soldiers—March—Band.....	1.25
17890	Swing Low Sweet Chariot—Plantation Melody	
	Steal Away—Plantation Melody.....	.75
31770	Hallelujah Chorus—Messiah—Handel	1.00
64162	Flower Song—Faust—Gounod	1.00
17563	Pilgrims Chorus—Tannhauser—Wagner	
	Anvil Chorus—Il Trovatore—Verdi .....	.75
55066	Sextette from Lucia—Victor Opera Quartette	
	Quartette from Rigoletto.....	1.50

\$14.25

In ordering the above records from local dealers do not accept substitutes. Each record was carefully selected with the needs of the rural school especially in mind.

*The above list of records was carefully selected by Miss Theresa Wild, State Teachers College, Cedar Falls, Iowa.

Play and Recreation.

Any scheme of education that omits the spirit of play, the cooperation and team work that comes through games, the relaxation following school room repression is unbalanced. Play is the child's heritage. If nature had not intended him to live in a world of play and make believe, she would not have given every normal child that instinct. If the child is cheated out of this right, the community is robbed of the best in a future citizen. Luther Gulick says,

"If you can tell me how a child plays, I can tell you how he will work."

Curtis says in that valuable book, *Play and Recreation in the Open Country*, "Rural life has become over-serious and over-sordid. All too often in these years of earnest struggle for success the children have been only a by-product of the farm. The farmer has loved and cared for them, but the raising and training of a worthy family has not been one of his objects in life. He has cared for his corn and potatoes, but his children have 'just growed.' He has often confounded play with idleness and has deemed exercise only a useless waste of energy which could better be devoted to pulling weeds or washing dishes." It is the duty of this generation of teachers to supply that in which the homes fail, and the failure to develop the play spirit and cooperation through organized play is one of the greatest weaknesses of the over-serious country home.

It will be noticed in the hygiene curriculum that there are many references to playground work, to posture, to walking. It is essential that the study of hygiene and playground work go hand in hand, for after all isn't good health (hygiene) very dependent upon exercise?

Teachers can not afford to spend recess and noon hours putting work on the blackboard, correcting papers or helping backward pupils. Teachers need to be on the playground taking an active part for several reasons:

1. For the sake of their own health.
2. In order to keep young and not lose the spirit of play.
3. To encourage the timid and passive who usually stay indoors with the teacher or lean against the fence.
4. To prevent the over-aggressive from monopolizing the play ground.
5. To discourage the pernicious habit of some children's congregating in out buildings and corners of the play ground to engage in whispered conversation of a questionable nature.
6. To encourage the spirit of good fellowship and to become partner in all good times of the school family.

It would be well if some playground equipment could be in every rural school. Perhaps the most important is a volley ball. Tennis may be added as one of the most desirable kinds of equipment. (The cost of an inexpensive net, balls and racket will be about \$5.00). A croquet set for the younger children will cost about \$1.00. After these, swings, giant stride, teeters and sand bins may be added, though the latter group are not as desirable as the former, as they do not train children in cooperation, keen judgment, and fair play as do organized games. Bean bags and horse-shoes (for quoits) should be in every rural school. **Any playground apparatus should supplement, not take the place of organized play.**

In the minimum list of reference books required for every rural school Curtis' Play and Recreation for the Open Country and Bancroft's Games for the Playground, Home, School and Gymnasium are given. An effort should be made for every country child to learn to play the following (all given in Bancroft's book):

Bean Bag Games.

Bag Pile	Circle Ball
Bean Bag Board	Criss-Cross Goal
Bean Bag Box	Over and Under Relay
Bean Bag Circle Toss	Target Toss
Bean Bag Ring Throw	Teacher and Class

Other Active Games for the Playground.

Animal Blind Man's Buff	Club Snatch
Animal Chase	Cross Tag
Barley Break	Fox and Geese
Baste the Bear	Have You Seen My Sheep?
Bear in the Pit	I Say "Stoop"
Bird Catcher	Japanese Tag
Black and White	Potato Race
Black Tom	Buying a Lock
Blind Bell	Cat and Rat
Body Guard	Catch the Fish
Catch and Pull Tug-of-War	Prisoner's Base
Chicken Market	Three Deep
Circle Relay	

Quiet School-Room Games for Stormy Days.

Automobile Race	Beast, Bird or Fish
Bend and Stretch Relay	Buzz
Blackboard Relay	Cross Questions
Changing Seats	Minister's Cat
Circle Seat Relay	Prince of Paris
Follow the Leader	Up, Mr. Jenkins!

Singing games and simple folk dances should also be taught for the sake of the rhythm which country children get in no other way. The following are recommended: Singing Games, Old and New, and Popular Folk Games and Dances; both by Marie Hofer (G. S. Schirmer, Publishers, New York, 75c).

HAVE YOU A STANDARD RURAL SCHOOL?

In every school subject for each class we must have some aim, some goal to reach or else our energies are dissipated. It is just as necessary to have some goal to reach in the improvement of rural schools in general, therefore a "standard" school is the goal and the Standard Rating Card is the measuring stick in securing a good school.

Montana has used standard rating cards for some time and there are now several hundred standard rural schools in the state. In order that we may progress changes have been made in the rating sheet and the standard for instruction and community cooperation has been raised.

In order that there may be concerted action on the part of trustees, teachers, pupils and patrons and state wide propaganda for improvements of rural schools, county superintendents are asked to name a certain day in the fall as "Standardization Day." This will be a day for taking account of stock and applying this measuring stick, a community "get-together" day when all will meet for a good time festival and for making plans for the improvement of

the country school. The teacher will in most districts have to adapt plans sent out by the county superintendent to fit her conditions. It is hoped, however, that the following suggestions will be used as far as possible:

1. That the event be an out-door festival or picnic.
2. That trustees explain to patrons the change in buildings, grounds and equipment necessary to bring the school up to standard.
3. That a speaker from the district or an outsider give an inspirational talk on better schools, rural health, cooperation, or some other topic of general interest. The doctor, minister, lawyer, high school principal or other public spirited person from the nearest town should be available.
4. That there be an exhibit of garden products, canned fruit and vegetables, bread, etc., representing the work of children.
5. That the children's program consist of regular school work—story telling, dramatization, debate, and primary reading class.
6. That there be community music of patriotic and folk songs.
7. That the simplest games, requiring little or no teaching, be played by old and young—quoits, relay races, potato races, etc.
8. That a report of Standardization Day be written and sent to one of the county papers.

STANDARD OR SUPERIOR SCHOOL RATING CARD

for

Montana Rural Schools.

1919.....

To Be Filled Out and Reported by County Superintendent
After Visit and Inspection.

.....County

Visited.....19..... Reported.....19.....

Name of School..... Dist. No.....

Rating..... Standard or Superior.....

Teacher or Principal.....

Address

School Clerk.....

Address

.....
County Superintendent.

.....
Approved by Rural Supervisor.

If visited by supervisor, date.....

Date name plate was sent.....

To whom sent.....

Standard or Superior School Rating Card.

I.

SCHOOL YARD—5 POINTS.

	Perfect	Allowed by Co. Supt. or Rural Supervisor
1. Flag, 4x6 feet, flying, weather permitting.....	.5	.....
2. Grounds well fenced. Good walks from road to front entrance; from building to outbuildings....	1.5	.....
3. Playground adequate and kept in good condition....	.5	.....
4. Sanitary screened toilets, or indoor toilets, se- cluded, provided with indoor latch, toilet paper and urinals for boys and kept clean and free from marks	2.5	.....

II.

SCHOOL BUILDING—10 Points.

1. Floor, air and window space, location of windows and vestibule as required by law.....	1.5	.....
2. Standard heating and ventilating system.....	1.5	.....
3. Lighted cloak rooms with adequate hooks; warm closet or shelves for dinner buckets.....	1.	.....
4. All windows fitted with good rolling shades.....	.5	.....
5. Paint or finish outside and inside in good condi- tion. Plastered walls and ceilings kalsomined with a light tint.....	1.	.....
6. Entire interior of building cleaned at least once in three months. After social functions or com- munity affairs building and equipment left as found	2.	.....
7. Buildings and equipment kept in repair.....	1.	.....
8. Extra rooms—closet or storeroom, library alcove, fuel room (or convenient shed).....	1.5	.....

III.

SCHOOL EQUIPMENT—21 Points.

1. Study chairs or single patent desks of at least three sizes, fastened to strips or the floor.....	1.	.....
2. Children seated in proper sized seats and no child unable to reach the floor with his feet.....	1.	.....
3. At least twenty linear feet of good blackboard, four feet wide, set from 26 to 30 inches from floor, and fitted with sanitary chalk troughs....	1.	.....
4. At least two standard framed pictures.....	1.	.....
4. Supply of at least four types of primary mate- rials, as: word and sentence cards; domino cards, toy money, etc.; folding and cutting papers, blunt scissors, paste; rags, raffia, corn		

husks, yarn, warp, weaving frame; clay, sand; drawing papers, pencils, water colors.....	1.5
6. At least two sets of supplementary readers for lower grades or classes; also basal texts.....	1.
7. Library books purchased early in school year; list approved by County Superintendent <i>before</i> purchase is made.....	1.
8. Good library book cases with books kept in place, properly labeled, and library rules followed. Bulletin boards provided.....	1.5
9. An unabridged dictionary in good condition with stand or shelf.....	1.
10. Good map of Montana; at least six other good maps in case; suspended globe; weights and measures. Good supply of bulletins and educative free materials.....	2.
11. Pure water supply; covered water cooler with spigot and individual or paper drinking cups, or sanitary bubbler.....	2.
12. Sanitary towels, wash basin, floor brush, sweeping compound, shoe scrapers, good pencil sharpener	1.5
13. Building and equipment clean and orderly.....	1.
14. Musical instrument; community song books.....	1.
15. Playground equipment, at least three features.....	1.
16. Household Arts equipment for hot lunch; Manual Training equipment—tools, bench, lumber; Agricultural equipment—seed-testers, containers, collections of specimens and products, bulletins....	1.5
17. Good convenient boarding place or teacherage provided for teacher.....	1.

IV.

THE TEACHER—38 Points.

1. At least one year of professional training.....	3.
2. First or higher grade certificate granted before opening of school.....	2.
3. At least two books from Teacher's Reading Course read within a year.....	1.
4. At least one educational journal used.....	1.
5. Daily program with seat work indicated, posted and followed	1.5
6. Classes combined and alternated according to plan in latest State Manual; 24 or fewer classes daily	1.5
7. Working knowledge of State Course of Study, and used as required by law.....	2.
8. As much time and attention given to lower as to upper grades.....	1.
9. Daily preparation of work for both study and recitation period	3.

10. All children profitably employed during study periods	2.	.....
11. Good order maintained at all times.....	1.	.....
12. Neatness of appearance and of work; well modulated voice	1.	.....
13. Good work in agriculture, household arts, industrial arts and music.....	2.	.....
14. Efficiency of the teaching as determined by:		
Motivation of class and seat work.		
Ability to judge relative values by pupils.		
Ability to organize data shown by pupils.		
Development of initiative in pupils.		
Ability to apply knowledge shown by pupils.....	5.	.....
15. Supervised play	1.	.....
16. Live in the community seven days in the week.....	1.	.....
17. Teacher retained entire school year.....	.5	.....
18. Teacher retained for second year.....	1.5	.....
19. All homes of pupils visited and participation in community activities	1.	.....
20. Unquestioned patriotism and possession of high moral standards	2.	.....
21. Neatness, accuracy and fullness of all records and reports	1.	.....
22. Responsive attitude toward supervision.....	3.	.....

V.

PUPILS—9 Points.

1. All children of school age, who have not finished the eighth grade, in regular attendance, unless excused for good cause.....	2.	.....
2. Regularity and punctuality of attendance of all pupils regularly enrolled.....	2.	.....
3. Neatness in care of books and desks; training in thrift and good citizenship.....	2.	.....
4. Cleanliness and neatness in personal appearance; respectful bearing of pupils.....	1.5	.....
5. Loyalty, patriotism, obedience, industry, courtesy and other virtues established in children.....	1.5	.....

VI.

COMMUNITY ACTIVITIES—17 Points.

1. Regular community meetings; meetings of social organizations having educational value.....	1.5	.....
2. School represented in Boys' and Girls' club work at county or state fair.....	1.5	.....
3. Play festival, field meet, school or community fair, or county spelling or arithmetic contests....	1.5	.....
4. Special day program, <i>an outgrowth of regular school work</i>	1.5	.....

- | | | |
|---|----|-------|
| 5. School visited by all trustees and at least three other patrons | 2. | ..... |
| 6. Strong evidences of active cooperation of patrons and fine community spirit..... | 5. | ..... |
| 7. Commendable improvements by local initiative not listed above | 1. | ..... |
| 8. Session of not less than 170 days in year..... | 3. | ..... |

THE RATING CARD.

PURPOSE: To improve every county and village school thru better buildings, better equipment, better teaching, and finer community cooperation, name plates are issued by the State Superintendent to all schools which receive satisfactory standing on this rating card. The aim is to require only those things necessary to a good school. Essentials, rather than minor details, will determine the matter, but the school must be a good one.

PLAN: The county superintendent should furnish every teacher, school clerk, and school trustee in her county with a copy of the rating card at the opening of each school year. The teacher should score with a pencil each point on the card (except those pertaining to the teacher) previous to the county superintendent's visit, and submit the same to her at that time. The county superintendent should then check up the list and complete the scoring. All schools are to be rated, even tho they are not ready for standardization. To all schools whose rating card shows a total score of 70 or more points, as rated by the county superintendent, with the assistance of the teacher, *and when approved by the State Supervisor of Rural Schools*, one of two name plates will be awarded by the State Superintendent. The rating of the several rooms in consolidated and village schools will be averaged in determining the total score of these schools.

STANDARD SCHOOL: A name plate bearing the words "Standard School" will be awarded to those schools scoring between 70 and 89 on the rating card. To become a standard school all the forces in the community should work together. The school trustees, the teacher, the pupils, and the patrons of the school have each a share in the work of improving the school. Every community that is found to be actively engaged in building a good school deserves honorable mention, even tho the name plate cannot be obtained at the time.

SUPERIOR SCHOOL: There is a laudable desire on the part of some school officers to make their school as nearly perfect as possible. To encourage this a name plate bearing the words "Superior School" will be awarded to schools rating 90 or above on the rating card. A superior school is one that is taught by a teacher of superior qualifications and with the highest efficiency, in a house that is as nearly perfect in all the essentials as possible and furnished with everything needed. The community must show the interest that the claim of such a school implies.

RETAINING THE NAME PLATE: Schools are standardized for an indefinite period of time. The approved lists of all Standard or Superior schools are kept on file in the office of the State Superintendent. If it is found, upon later inspection by the county superintendent, or State Supervisor of Rural Schools, that a school no longer has the required total score for standardization, conditions must be improved without delay, or the name plate will be removed. Every school should not only try to secure or retain the name plate, but also to build a finer and a better school from year to year.

How May a Teacher Judge Her Own Work?

Very few young teachers know whether or not they have a good school as they have no standard to judge from. One person judges a school by the grades received in eighth year examinations, another by the attitude of the pupils, another by the amount of exhibit work displayed, and so on, while all these points and many more just as important should be weighed in determining the efficiency of the school. In general, the most progressive and successful teachers try to rate themselves along somewhat the following lines:

1. Is my preparation good?
 - (a) In knowledge of subject matter?
 - (b) In the use of supplementary and reference material?
 - (c) In the assignment of lessons?
 - (d) In the use of blackboard or illustrative materials?
2. Do my recitation periods
 - (a) Have an aim?
 - (b) Develop initiative in pupils?
 - (c) Discriminate between essentials and non-essentials?
 - (d) Stimulate real thinking on the part of pupils?
 - (e) Develop motive for study?
 - (f) Show good organization of subject matter?
3. Am I using textbooks as a guide rather than an end?
4. Am I training my pupils in the best methods of study so that they can gradually work independently?
5. Am I laying as much stress on habits and attitudes as I am on knowledge of subject matter?
6. Is my work well balanced between book knowledge and motor activity; between the education for making a living and the education for leisure?
7. Am I creating in myself and my pupils a joy in country life?

The teachers' professional library referred to on page 18 will help teachers to develop along these lines.

READING

GENERAL SUGGESTIONS

Why We Teach Reading

G. Stanley Hall Says: "*We should learn to read—to profit by and grow into the life experiences of others. Reading means discontent with our own kit of knowledge.*"

The mastery of all subjects depends upon the ability to read. There is such a close connection between reading and all other subjects that progress in each depends primarily upon the ability to interpret the printed page. The acquisition of ideas in all lines of endeavor comes to a greater extent thru the ability to read than thru any other source.

Aims in Teaching Reading

The failure in all school subjects and the deplorable lack of ability of those who have been thru the public schools to study and appreciate the material in the best books, magazines and bulletins are proof sufficient that the one aim and end in reading has been simply to pronounce words at sight. The school has a bigger purpose than that, a two-fold aim, (1) to teach children *how* to read which includes a mastery of the mechanics and the ability to get the thot and, (2) to teach children *what* to read. These two aims are inseparable, the latter being of highest importance thruout the entire school course. The problem of teaching children to read cannot be divorced from that of creating a hunger for and an appreciation of the best in literature. Teaching children *about* books without leading them to appreciate the best kind of reading does not insure us that the right kind of literature will be chosen or even a taste for any kind of reading will be developed. It is therefore important that the two big aims be kept in mind by all teachers, (1) teaching children how to read, (2) developing a taste for the best reading material.

Investigations in Reading

During the past few years investigations have been in progress along several lines in reading, at least two of which vitally concern every teacher of reading; (1) the relation of silent and oral reading and, (2) what pupils in

the upper grades and high school read outside of school.

In the investigations in silent reading economy in education plays a prominent part. We know that several years of the elementary school have been wasted by traditional methods of teaching reading. Waste can be eliminated only by studying and applying the most effective methods.

Effective habits of silent reading have been entirely neglected, tho at least nine-tenths of the reading outside of the schoolroom is silent reading. Why so much attention has hitherto been given to oral reading is a mystery. It is now a well established fact that too much oral reading beyond the third school year weakens the children's comprehension of the thot. The thot is certainly of primary importance in teaching reading. From about the fourth year on the acquisition of ideas is greater in silent than in oral reading and therefore silent reading is more effective for thot getting than is oral reading. As all other subjects are so directly dependent upon reading, the ability to get meaning should receive first consideration. Investigators have proved to us that our greatest concern beyond the third year should be how to teach *silent* reading. This should be begun even in the first year.

It has also been proved that rapid readers are the best readers; that is, rapid readers are superior to slow readers in securing meaning. This is at variance with the general notion among parents and teachers, but sufficient tests have been made to convince all that quick readers are the ones who best get the thot of a given paragraph or selection. The direction, "Take your time and read slowly", is likely to weaken the comprehension in silent reading. It is therefore important for teachers to direct children to concentrate and secure thot from the printed page as quickly as possible.

The results of both of these investigations strengthen the belief of the leading educators that stress should constantly be put on thot rather than mechanics of reading, tho the formal side must also be kept in mind by the teacher (seldom by the pupil) during the first two or three years of school.

The second line of study which concerns the elementary school teacher is what the children read outside of school after having had seven or eight years of teaching in our

best schools in what and how to read. If the material given in school functions in everyday life, children will naturally continue along the same line of reading outside of school. It has been found, however, that only a small proportion read daily papers, magazines and books not required by the teacher. The majority of books read are light fiction. If the schools are to produce educated men and women with well established habits of wide and intelligent reading of books and magazines the stress must be shifted from the mechanics of oral reading to the problem of general reading; from intensive to extensive reading.

References for the Teacher:

The Sixteenth Year Book of the Society for the Study of Education, Chapter II.

Huey, The Psychology and Pedagogy of Reading, Chaps. II-X.

Klapper, Teaching Children to Read, Chaps. II, III.

Jenkins, Reading in the Primary Grades, pp. 41-52, 58-60.

Reading Methods

We know that most children will learn to read with any method and some, like Robert Louis Stevenson, with no method. Most adults of the present day learned to read by the ABC method, one which has been entirely discarded in the public schools. Why should entirely new methods be devised? Why not let well enuf alone? Probably the principal reason for the evolution of reading methods is the comparatively recent knowledge of child nature. It is now considered fully as important to develop the child as to teach a subject. To develop the child we must recognize the way in which his mind acts, his interests, his capacities and aptitudes and shape our methods accordingly. The ABC or any abstract method that works contrary to child nature, that creates in him a dislike for reading, that stifles initiative and spontaneity must be thrown on the scrap heap. The world is concerned not only with getting a given result but also with the economy of time in producing that result and the effect it has on the individual and society. Any method that is wasteful of time and energy must be discarded.

There are in vogue at the present day at least three distinct methods of teaching reading, (1) the phonetic method which begins with the sound of the letters and combinations of letters (phonograms) and from those words

are built and later sentences, (2) word method by which words are learned thru objects, actions, stories, etc. and are later built into sentences, and (3) sentence method by which children create "stories", or sentences of their own activities or repeat familiar nursery rhymes from which they learn to recognize single words by the position of the word in a familiar sentence. Young and inexperienced teachers are often partial to the phonetic method which gives most tangible results at first but which is almost as abstract and mechanical as the old ABC method and which in its complexity of devices defeats the very end for which teachers are working. To the child the sound of "a", "sh", "ch", etc. is as foreign to his experiences and interests as the letters "a", "sh", "ch", etc. The saner and more thoughtful teachers are taking the best of all methods but are basing the gleanings of these methods on the child's experiences and interests. The big problem is to learn how to read without losing the joy of reading, to find a method that is so natural and simple that the child is unconscious of everything but the *how* and to attain these results in the minimum of time.

From the fourth year on skill in getting the *how* from the printed page and the ability to interpret the ideas and feelings of the author are our chief concern. This must be done with a variety of materials not only from the usual reading text, but from newspapers, biographies, poetry, fiction, arithmetic and other school subjects, and technical and other informational articles in magazines and bulletins. Methods of acquiring ideas from the printed page, which have been almost entirely neglected, and a positive program in what to read must receive first emphasis.

References for the Teacher:

Klapper, *Teaching Children to Read*, Chaps. V, VI.

Huey, *The Psychology and Pedagogy of Reading*, Chaps. XIV-XX.

How to Judge a Reading Method for Primary Children

There are so many systems of reading being advocated, all of which have many good points, it is necessary to have standards for judging their comparative value. The wisest teachers who have made a *thorough* study of different practices and psychologists, who have first and last the growth of the child in mind, generally concede the following principles as essential in a good reading method:

1. Does the method start from the child's interest and experiences and "proceed from the known to the unknown"?
2. Is there an ever increasing joy in the reading lesson, a spirit of anticipation in the ability to read the story?
3. Does it make the child independent of the teacher or parent?
4. Does it produce natural tone and expression in reading?
5. Does it put content before mechanics so that the child is always conscious of the story?
6. Does it create an interest in reading many books?

References for the Teacher:

Klapper, *Teaching Children to Read*, pp. 62, 78, 79.

How to Judge Reading Books for Primary Children

There are even more types of primers and readers on the market than systems of reading. Tho the Montana teacher is required by law to use adopted textbooks, there is enough latitude among four basal and twenty supplementary readers for primary children, to make it extremely important for a teacher to be able to judge textbooks from accepted standards of recognized educators.

Of course the first consideration in judging a textbook is the subject matter. The two big aims, what to read and how to read, should never be divorced in primary reading. "How to read" concerns method rather than reading material, but "what to read" depends upon the content of readers and the teacher's interest in and appreciation of good literature. Probably hundreds of children have developed a positive distaste for school and everything pertaining to it by having inane, patronizing "Mama sees baby", "I see a cat" type of subject matter thrust upon them. The same children would revel in rhymes and stories which may be made just as simple reading as the other insipid combinations of words. Our best primers and first readers are classics. With so much fine material on the market there is no excuse for putting before children books whose contents defeat one of the two principal aims in teaching reading. The following are the generally accepted standards of thoughtful educators in judging primary readers:

Is the content literary in style or is the material built up to fit some elaborate device?

Does the content appeal to children? Is it what they want to read and talk about?

Does the material lend itself to dramatization? Story telling?

Is it well graded in story? In vocabulary?

Is there plenty of repetition without a sameness in style?

Is there a manual of methods for the untrained teacher?

Is there a phonic plan based on the reading rather than the reading on the phonics?

Illustrations and general appearance of readers are receiving much attention from publishers. They should be artistic, well colored and designed to arouse interest in good reading. Primary readers should also meet hygienic requirements of large, clear type on unglossed paper.

References for the Teacher:

Klapper, Teaching Children to Read, p. 82.

Minnesota Course of Study, p. 225.

Causes of Unnatural, Sing-song Reading

High pitched, sing-song reading is due to formal, artificial methods of teaching beginners and to the use in the primary grades of "made material" rather than good literature or stories of the child's own creation that are within his experience and interest. Much of the reading time of the last seven school years has been corrective work, undoing the harm done the first year. A whole lifetime of such unnatural reading may be traced to the first few weeks of school. In order to prevent this the teacher should see that the following are observed:

(1) That children have some knowledge of reading before there is any work in phonics. It must be remembered that phonics, at best, is abstract and only a means to an end and therefore children must see the *need* for word getting helps before those devices are given them.

(2) That the material given for blackboard work for the first few weeks consists of cumulative stories, that is, that each sentence is an outgrowth of the last, so there is sequence of thot.

GOOD:

Mamma washes on Monday.
She rubs and rubs.
She rinses the clothes.
She hangs them on the line.
The sun dries them.
The wind dries them.
Can you wash Dolly's clothes?

POOR:

Mama is at home.
I see a cat.
The dog can run.
Baby likes Mama.

(3) That neither children nor teacher points to separate words. If pointing is necessary the pointer or finger should slide along the whole sentence rather than stop at single words.

(4) That articles (the, a, an) are never separated from the words which they modify, "a ball", "the hen", rather than "a—ball", "the—hen". Children should also be trained to read phrases as wholes, "at home", "in the barn", rather than "at—home", "in—the—barn". This habit of reading groups of words as wholes will not form itself. There must be definite training along this line.

(5) That children read the whole sentence silently before giving it orally.

(6) That all the time children's attention is centered on thot rather than form. To do this word drills and phonic lessons must be kept separate from reading lessons.

References for the Teacher:

Jenkins, *Reading in the Primary Grades*, pp. 3-9.

Conduct of the Reading Recitation

In all reading classes there should be a free and spontaneous discussion of the thot. This is almost entirely absent in many schools. All too often the lesson proceeds as follows:

Teacher: Read, John.

John: Page 135. Summer is coming, Summer is coming, etc.

Teacher: Next.

Mary: Here, again, here, here, happy year, etc.

Teacher: Take the next story next time. Pass.

First of all, there should be a setting. This may be connecting the lesson with previous lessons if it is a continued story. It may be a discussion of the place, as in the Japanese Fairy Tale (*Riverside Second Reader*, p. 126); time of year, as in the poem, *The Little Fir Tree* (*Riverside Primer*, p. 109); or the characters of the story, as in *The Gingerbread Boy* (*Riverside First Reader*, p. 106).

There should be many thot provoking questions; as, "Why does Wordsworth use the word 'poet' instead of 'person' in the line 'A poet could not but be gay'?" (*The Daffodils*). "When does the river 'dimple'?" ("I saw the dimpling river pass", in *Foreign Lands*). "Show how you would wash

clothes" (p. 18, Riverside Primer). In Elson's Readers there are very good thought questions at the end of each story which are intended as suggestions to the teacher. If used in a stilted, stereotyped fashion, as the old type map questions in geography, there will be little value in the use of them. They should not be used as review questions but in connection with the reading of the selection.

The assignment is perhaps the most important part of the lesson, as it should stimulate interest in the next day's preparation. The preparation of next day's reading and of all other subjects should follow, if possible, the day's lesson while the details of the assignment are in mind. In making the assignment the teacher should have a definite purpose in mind and in order to do that the lesson should be prepared two days in advance. One day the aim may be to get the principal thought from each paragraph of the lesson. Again it may be to appreciate the beautiful and fitting selection of descriptive words, as in the Daffodils, The Legend of Sleepy Hollow, and Hiawatha. It may be to get the expression through feeling, as in The Little Steam Engine (Riverside Second Reader, p. 102) or Warren's Address. Whatever the aim of the lesson, the assignment should be definite and clear and should arouse such an interest in the selection that children will anticipate with the greatest joy the next lesson. It must be understood by all teachers that the amount accomplished is in proportion to the desire to accomplish. Therefore the assignment should establish the motive. The test is the degree of interest aroused and maintained in the class in its study apart from the teacher. In a recent reading lesson observed, after a good assignment of a poem to be read the following day, a boy sat on the edge of his seat and exclaimed, "Can't we learn it by heart?" That spirit should be a general aim for all assignments.

If there are words to study, either for pronunciation or meaning, they should be pointed out in the assignment, sometimes simply mentioned as the words to be studied and again studied as a class exercise, if the thought cannot otherwise be made clear. This is illustrated in the poem, A Sea-Song (Riverside First Reader, p. 98). Without *advance* discussion of the words ahoy, tropical, gales, sea-horse, fabulous, main, and breast of down, children can not study the poem intelligently at their seats.

In the first year, at least, there should be a period for word drills from the reading lesson so that word study need never enter into the assignment of a first year lesson. In other classes there may not be time for a separate period but the abstract word drill should be so managed that it is not a part of the thot getting assignment period. Mechanics of reading and thot getting should be kept as far apart as possible.

Many teachers will wonder how it will be possible in ten and fifteen minute recitation periods to spend as much time as the above indicates in making an assignment. It may be that half the recitation period should be given to the assignment and again it may be the best economy of time to take the whole period. When teachers get away from the traditional notion that all the pupils must read aloud in every lesson or that all lessons must be devoted to oral reading, the more time they will find for motivated assignments. Too long lessons are usually given in rural schools, lessons so long that there is no time to digest them. Shorter lessons, therefore, will produce better results, as there will be time not only for full and definite assignments but time for purposeful discussion of parts studied and also seat time for deeper and more thoro study. The following is an illustration of a motivated assignment:

*“A teacher wished her second grade class to commit Celia Thaxter's ‘The Sandpiper.’ She invited the class to go on a long, long journey with her. Closing their eyes they journeyed to a lonely beach on the ocean. She proceeded, ‘The waves are breaking against the shore and as they break we hear a loud roaring. Heavy clouds are scudding across the sky. Away in the distance we can see a ship with its sails tightly rolled up or reefed. We see a lighthouse in the distance which, wrapped in mist, looks like a ghost. A little friend is going up and down the shore, uttering his sad, sweet, mournful cry. Our little friend is the sandpiper whom we studied about yesterday.’ She proceeded in this style, introducing the new words incidentally. The expressions ‘rolling waves,’ ‘close-reefed vessels,’ ‘frowning rocks,’ ‘up-tossed driftwood,’ ‘oncoming storm,’ ‘bright fire,’ ‘ghostly lighthouse,’ ‘lonesome sandpiper,’ furnished exceptionally good opportunities for imaginative work. The children were asked to listen to the roaring of the ocean, to look far across the water, to watch the heavy clouds, to see the close-reefed vessels, to picture the wet sand and walk thru it, to gather firewood, to see the beach with the driftwood scattered upon it, the waves rolling and tossing, and the approaching tide.

"Following the teacher's story the children were allowed to tell what it made them think of. One remembered the sandpiper, studied the previous day; another a visit of his to the ocean. It reminded the teacher of an island in the ocean which she had visited many times, where Mrs. Thaxter had lived and had seen just such strange scenes as had been described. She had written a poem about what she saw. Would children like to hear it? The pleasurable demonstration of the children, when asked this, could scarcely be restrained."

Often time can be saved by putting the assignment on the blackboard. The following illustrates the blackboard assignment that might be given on "How the Little Kite Learned to Fly" (Riverside Third Reader, p. 126).

What did the little kite say?
 What did the big kite say?
 How did the big kite treat the little kite?
 What do you think of the way the big kite behaved?
 Give us a word picture of a *tranquil sky*.
 What made the little kite thrill with pride?
 How could kites *rest* in air?

References for the Teacher:

- Briggs and Coffman, Reading in Public Schools, pp. 134-136, 214-217.
 Sherman and Reed, Essentials of Teaching Reading, pp. 189-192.
 McMurtry, Special Methods in Reading for the Grades, Chap. XIII.
 Sawyer, Five Messages to Teachers of Primary reading.
 Jenkins, Reading in the Primary Grades, pp. 3-6, 12-19, 26.

Silent Reading

Reading scales that scientifically test the efficiency of silent reading habits have been devised. These are graded according to difficulty. Those interested in measuring the results of teaching reading may learn more about these scales from the last three references given below.

The importance of silent reading cannot be overestimated. The above suggestions on assignments show how the recitation period may be used to bring out the thought rather than to spend the greater part of the time in oral reading. Definite training in silent reading should begin the first year of school but probably less time should be given to silent reading than to oral during the first two or three years. From about the fourth year, more of the recita-

*From Briggs and Coffman's Reading in Public Schools. Rowe, Peterson and Co., Chicago, by permission of the publishers.

tion period should be devoted to a study and a directed discussion of the *thot* than to oral reading. Probably very few lessons should be entirely one or the other.

As most of the reading of adults is for the acquisition of ideas from various types of reading materials, particularly newspapers, magazines, bulletins, technical books, etc. there should be definite lessons from such informational sources. Lessons on how to read a newspaper, magazine, bulletin or technical book should be given during the last three or four years of the elementary school. These lessons may be given in geography, arithmetic or current events periods. Every school should take Current Events or The Pathfinder, St. Nicholas or The Youth's Companion, The Literary Digest or The Independent, and The National Geographic Magazine. They may be purchased with school library funds.

In studying informational articles children should be led to judge the parts that are most worthy of attention. All too often when Current Events is used as an oral or silent reading lesson in school, children are told to begin with the first topic and read in order of topics without in any way evaluating the material, tho one topic may be on the money value of an education and the next on a week-end trip of President Wilson's. Children should be trained to anticipate from the name of the topic or head lines what they may expect to get from the article. "What questions do you expect to be answered in this?" should frequently be asked. Establishing reading purposes *before reading* will stimulate *thotful* study of the printed page.

The arithmetic textbooks should be a common source of silent reading material in the third, fourth and fifth grades. The success of arithmetic is dependent, much more than is generally supposed, upon the ability to read and to get the *thot* of problems. Recent investigations show that children do not know the meaning of some of the most common terms, such as income, profit, debts, dealer and owe, and therefore are unable to solve problems whose meaning they cannot interpret. (See the Arithmetic curriculum).

In a similar way there should be definite lessons in the early part of the fourth year on how to study the geography and history textbooks. To get the principal *thot* of a paragraph and the subordinate *thots* in their relation to

the main one should be the chief aim in the use of these textbooks. The use of the index, table of contents, summaries and suggestions at the end of chapters should be thoroly studied.

Training in speed in silent reading should go hand in hand with training in thot getting. There should be a premium put on the ability to get the principal idea of a paragraph as quickly as possible. Children should be able to read intelligently from thirty to forty pages per hour. Just because this a new phase of silent reading is no reason it is unimportant. County superintendents and their field deputies should supervise carefully this side of silent reading for the neglect of this training in rapid reading will handicap pupils the rest of their lives in the effectiveness of their reading.

References for the Teacher:

Sherman and Reed, *Essentials of Teaching Reading*, Chap. XVII.

Briggs and Coffman, *Reading in Public Schools*, Chap. XXIII.

Jenkins, *Reading in the Primary Grades*, pp. 12-18, 41-52, 58-60.

Gray, *Reading Scales*, University of Chicago Press.

Thorndike, *Improved Scales for Word Knowledge or Visual Vocabulary*, Teachers College, Columbia University.

Kansas Silent Reading Test, State Normal School, Emporia, Kansas.

Oral Reading

Because of the aimlessness of teaching oral reading, after children have acquired the mechanics of reading, it becomes necessary to confine our attention here to oral reading beyond the first year.

There are a few principles that hold good in all oral reading:

(1) Oral reading unless it is sight reading should follow rather than precede discussion.

(2) Sight reading should be so simple that it can be read intelligently without study.

(3) There should always be an attentive audience, the only motive for reading aloud. The reader should, of course, face his audience who listen attentively with closed books.

(4) There should be no mechanical directions from the teacher; such as, "Let your voice drop at a period" or "Read more slowly." The expression will come thru thot and emotion, not thru commands and punctuation marks.

(5) There should be no interruption to correct errors. If the

reading is very poor the child may be stopped, as poor oral reading shows that the selection is too difficult or the reader does not have the thot.

Much dramatization, good example of oral reading set by the teacher, and the use of textbooks containing only the best in literature which lends itself to dramatic interpretation, will stimulate effective oral reading.

Some selections, such as, The Bugle Song, The Little Steam Engine, Hiawatha, O Captain! My Captain!, Patrick Henry's Speech on a Resolution to Put Virginia into a State of Defense, were intended to be voiced, not to be read silently. They make their appeal to the ear, not to the eye. Children will be thrilled by the melody of the selection but the reader must first get the spirit and feel the emotion of the selection to be able to stir his audience to hear the little steam engine puff, "I-think-I-can! I - think - I - can! I - think - I - can," or to get the echo,

"Blow, bugle blow, set the wild echoes flying,
Blow bugle; answer echoes, dying, dying, dying."

Only such a reader can stir a wave of patriotic feeling in his audience by Patrick Henry's words, "Is life so dear, or peace so sweet as to be purchased at the price of chains and slavery? Forbid it Almighty God! I know not what course others may take, but as for me, give me liberty or give me death!"

References for the Teacher:

- Kendall and Mirick, How to Teach the Fundamental Subjects.
pp. 8-10, 42-46, 50, 51.
- Briggs and Coffman, Reading in Public Schools, pp. 55-59.
- Klapper, Teaching Children to Read, pp. 139-151.
- Jenkins, Reading in the Primary Grades, Chap. II.
- Sherman and Reed, Essentials of Teaching Reading, pp. 3-79.

The Voice and Enunciation as an Index of Culture

The rasping voice and slovenly articulation and enunciation of Americans have been justly criticised by foreigners. The "speed mania" has pervaded our speech as well as our mode of life. "Aincha", "sposn", "histry", "don'tchu" are all too common and are a very serious reflection on the public schools. Unconsciously we judge a stranger by his voice and enunciation. Both have a commercial value. The responsibility of the rural teacher in establishing habits of soft and clear intonations and careful enunciation is even

greater than that of the city teacher, as the country child has only two great influences, the home and the school, while the city child's speech is affected by a great many forces. If the rural teacher has a rising inflection, the entire school has the same; if she has a rich, modulated voice, such a voice becomes general thruout the school.

Definite training should be given in the use of final consonants. Practice on such words as lisp, pet, path, rattle, coming, or words in which the sound reflects the sense; as, dull, hiss, clear, jerk, hard, soft, whisper, jingling, mellow, liquid, rushing, attack, pop, wiggle, squealing, shrieking, murmur, babble, etc. Phonics should give a good basis for this.

The work of the first few months of school is of the greatest importance in producing natural conversational tones. A natural method in which the thot rather than the form is emphasized, reading material that is full of interest to children and a cultured teacher with a play spirit will start the pupils right and have a lasting effect on their voices and enunciation.

References for the Teacher:

Briggs and Coffman, *Reading in Public Schools*, Chap. XVI.

Klapper, *Teaching Children to Read*, pp. 144, 145.

Kendall and Mirick, *Teaching the Fundamental Subjects*, p. 16.

Sherman and Reed, *Essentials of Teaching Reading*, Chap. XIV.

Spelling Course of Study.

The Use and Misuse of Phonics

Phonics is a very important element in learning the mechanics of reading, probably the only method of teaching children to be independent in word getting. If a child knows the sounds of the consonants and the principal phonograms or "families", he can become quite independent of grown-ups in reading unfamiliar stories. Phonics has been so abused, however, that there is a reaction against it. It was never intended as anything but a means to an end, but some teachers and even textbook writers have made it almost an end in itself. If started too early with beginners, it is likely to defeat the very thing for which we are most diligently striving—training children to get the thot from the printed page. Therefore phonics must always be subordinated to the thot.

If intelligently taught, phonics should be a great help in spelling and enunciation. If it is continued thru the second and third years as a part of word drills, it ought not to be difficult to establish the habit of sounding the final consonant and articulating every syllable of a word. It will be one-sided teaching of phonics that will not result in children's pronouncing such words as *believe*, *poem*, *suppose*, etc. with two syllables. If phonics is started with ear and voice training before eye training, careful enunciation and articulation will be more apparent. (For further treatment of phonics see First Year outline).

References for the Teacher:

- Briggs and Coffman, Reading in Public Schools, Chap. IX.
- Sherman and Reed, Essentials of Teaching Reading, pp. 91-94.
- Sawyer, Five Messages to Teachers of Primary Reading, pp. 86-98, 134.
- Studies in Reading, Teacher's Manual.
- Natural Method, Teacher's Manual.
- Easy Road to Reading, Teacher's Manual.

Word Study

Word drills, whether whole words or phonograms, should be kept separate from the reading lesson. If the chief aim in reading is that getting, it will readily be seen that the flow of that should not be interrupted by stopping to drill on the pronunciation or meaning of words. In the first year a period should be set aside for word drills but in other classes this may come as a part of the assignment, in preparation for the next lesson. This shows the necessity of the teacher's preparing her lessons in advance, as there is little time during a recitation period to anticipate the word difficulties of the following lesson.

Word drills are abstract and usually uninteresting. For the first year or two they should be motivated by games. One psychologist says that children have to see a word from three hundred to seven hundred times actually to know it. However, we know that the amount accomplished is in proportion to the desire to accomplish and that desire is present in word drills only when motivated by games. The stronger the motive, the less need there is for extensive drills. The more interesting and varied the games and other devices, the stronger will be the appeal, so that the number of times needed to see a word in order actually to know it may be

greatly reduced. Word drills should, of course, be motivated in all classes, but the type of motivation changes after the mechanics of reading are mastered. If the thought is always kept in the minds of the children and interesting reading material is given them, the desire to get the meaning of the selection or interpret it to others should be strong enough to keep the word study interesting.

Sometimes it may seem better to study the words of the assignment as a class exercise and again it may be sufficient to point out the words for study during the seat work period. These may be put on the board but children must first be taught how to study and the kind of study needed for particular lists of words. For example, in the poem *Twinkling Bugs* (Riverside Second Reader, p. 137) there are perhaps only two words that are difficult to pronounce, *twinkling* and *scours*, which may be worked out phonetically. Another method of word study is given in the assignment of the poem, *The Sandpiper*, on page of this curriculum. If such word study assignments are not given, the study of such selections as *The Name of Old Glory*, *The Story of Robin Hood*, *The Chambered Nautilus*, and *Lincoln's Gettysburg Address* would be quite unintelligible in the grades for which those selections are intended.

From the fourth year children should have definite lessons on the use of the dictionary. (See Language curriculum). Much time in school is wasted looking up in the dictionary words which are isolated from the setting in the sentence. Children usually write the list in column form and look them up after having studied their reading lesson and so the words are not considered in relation to their setting. In a recent visit to a rural school an eighth year pupil was found looking up such a list, one word of which was *menagerie*. After the word she had written the definition which she found, "a corner of a kitchen". This is typical of the use of the dictionary in many schools.

There is a possibility of an over use of the dictionary. If children can think out the meaning of a word from its use in the sentence, why waste time to look it up in the dictionary.

References for the Teacher:

Briggs and Coffman, *Reading in Public Schools*, Chaps. VIII, XVII, pp. 214-217.

Kendall and Mirick, How to Teach the Fundamental Subjects, pp. 129, 130.

Sherman and Reed, Essentials of Teaching Reading, Chap. XIII.

McMurry, Special Methods in Reading, Chap. VII.

Jenkins, Reading in the Primary Grades, pp. 55-57.

Wilson, The Motivation of School Work, pp. 63-65.

Sawyer, Five Messages to Teachers, pp. 68-86.

Seasonal Selections

It would seem unnecessary to call the attention of teachers to the importance of taking reading selections that pertain to a certain time of year at the period when children would be most interested in them, but it is so common to take the selections in a book in their order that *this warning must not be omitted*. Children are found reading Washington's Boyhood in November, The Last Leaf in May, and The First Snowfall in September. This is violating one of the biggest principles in education, that of motivation.

Many readers are arranged in a seasonal order, that is, selections about migration of birds, Hallowe'en and the pumpkin are often found in the front part of the book; in the middle of the book are found Christmas poems and stories of Washington and Lincoln and in the back of the book selections on Arbor Day, birds and spring flowers. If several supplementary readers are not used *along with* the basal text it will be impossible to avoid teaching selections out of season.

Memorizing

There should be a certain amount of memory work required in all grades, but if a selection is well taught it will not be necessary to *require* children to commit passages to memory. They will want to make the selection their own. In a recent experiment reported in Teachers College Record, two groups of children of equal ages and abilities were given, during a certain month, four poems to memorize. One division was *taught* the poem, that is, the thought and feeling were developed. The second division was simply told to memorize the poem without previous preparation. Children were carefully graded as to the results of the memorization as follows:

Poem	1st division	2nd division
Little Boy Blue	54%	9%
Lullaby	73%	18%
Four Leaf Clover	73%	18%
Sweet and Low	91%	18%

The significance of the results of these two methods cannot be too strongly emphasized.

The following list of poems is recommended in *addition* to those given in the Language curriculum:

First Year.

Daisies, Sherman (Riverside Primer, p. 64).

The Swing, Stevenson (Riverside First Reader, p. 46).

Sleep and Rest, Tennyson (Riverside First Reader, p. 97).

Second Year.

The Wind, Rosetti (Riverside Second Reader, p. 20).

The Brown Thrush, Larcom (Riverside Second Reader, p. 95).

Third Year.

Our Mother (Riverside Third Reader, p. 37).

A Song of Our Flag, Nesbit (Riverside Third Reader, p. 104).

Hiawatha's Childhood (in part), (Riverside Third Reader, p. 171).

Fourth Year.

Bob White, Cooper (Riverside Fourth Reader, p. 39).

We Thank Thee, Emerson (Riverside Fourth Reader, p. 54).

The Village Blacksmith, Longfellow (Riverside Fourth Reader, p. 214).

Fifth Year.

The Star Spangled Banner, Key (Elson's Grammar School Reader, Book I, p. 17).

The Name of Old Glory, Riley (Elson's Grammar School Reader, Book I, p. 19).

November, Cary (Elson's Grammar School Reader, Book I, p. 121).

The Children's Hour, Longfellow (Elson's Grammar School Reader, Book I, p. 291).

Sixth Year.

The Barefoot Boy, Whittier (Elson's Grammar School Reader, Book II, p. 40).

Ring Out Wild Bells, Tennyson (Elson's Grammar School Reader, Book II, p. 115).

Christmas Bells, Longfellow (Elson's Grammar School Reader, Book II, p. 118).

Seventh Year.

The Flag Goes By, Bennett (Elson's Grammar School Reader, Book III, p. 20).

The Sandpiper, Thaxter (Elson's Grammar School Reader, Book III, p. 74).

The Daffodils, Wordsworth (Elson's Grammar School Reader, Book III, p. 93).

The Day is Done, Longfellow (Elson's Grammar School Reader, Book III, p. 353).

The Fatherland, Lowell (Elson's Grammar School Reader, Book III, p. 373).

Concord Hymn, Emerson (Elson's Grammar School Reader, Book III, p. 356).

Eighth Year.

- Selections from Snow-Bound (Elson's Grammar School Reader, Book IV).
- Selections from Vision of Sir Launfal (Elson's Grammar School Reader, Book IV).
- The Bugle Song, Tennyson (Elson's Grammar School Reader, Book IV, p. 43).
- O Captain! My Captain, Whitman (Elson's Grammar School Reader, Book IV, p. 376).
- Love of Country, Scott (Elson's Grammar School Reader, Book IV, p. 355).
- Gettysburg Address, Lincoln (Elson's Grammar School Reader, Book IV, p. 374).

References for the Teacher:

- Language Curriculum.
- Briggs and Coffman, Reading in Public Schools, Chap. XIII, pp. 214-222.
- Haliburton and Smith, Teaching Poetry in the Grades.

Dramatization

Imagination and feeling and thru them good expression and a lack of self consciousness may be developed by dramatization. Stilted, high-pitched, colorless reading can be prevented by dramatization if started early enuf. But to dramatize there must be subject matter that lends itself to dramatization, blackboard reading and textbook content that is rich in stories and rhymes. Sometimes in the first year of school dramatization precedes oral reading after the story has been told to children, and again dramatization follows reading and is used as a motive. There are good arguments for both methods of procedure.

References for the Teacher:

- Sherman and Reed, The Essentials of Teaching Reading, pp. 95-101.
- Kendall and Mirick, How to Teach the Fundamental Subjects, p. 22.
- Briggs and Coffman, Reading in Public Schools, Chap. XXVI.
- Klapper, Teaching Children to Read, pp. 147, 148, 190, 198, 199.

Supplementary Readers

In this state the teacher has a choice of about twenty supplementary readers. It is highly important that at least three sets for the first three or four years be in every school library and then used along with the basal texts. In the best city systems first year pupils often read twenty primers and first readers, which most rural school classes are just as

capable of reading and which they have time for, if more emphasis is put on silent reading instead of teaching mechanics only. It is not at all necessary that there be enough supplementary readers in each set to go around. The idea of reading to an audience or telling a story after silent reading (good example of motivation) would be more easily developed if all children did not study the same book.

In choosing supplementary readers, a study should be made of the content to see if they reach the best standards required for readers.

Teaching Reading to Foreign Children

In many sections of Montana there are schools in which all or a part of the children come from homes in which English is not spoken. Every effort should be made to Americanize the pupils by first encouraging and later insisting that English be the only language spoken at school.

In some details the methods of teaching foreign children to read should be quite different from that of teaching children who come from English speaking homes. Foreign children must learn to speak English before reading it and that must be thru objective material and dramatization so that the spoken word may be at once associated with an object or an act. The children's experiences and vocabulary should be built up together. Later the names of the objects (book, ball, flower) and the name of the acts performed (run, jump, sing) may be associated with the written word. The first sentences should be built up cooperatively between teacher and children about the things in which they are interested; such as,

John's dog came to school.
His name is Tony.
He barks at automobiles.
Tony likes to go to school.
The children like Tony.
Tony likes to play at school.

Foreign children in the middle and upper grades may be taught American customs thru their reading. History stories, newspapers and magazines should be used as reading material to a great extent. The kind of material we give them and the ideals set up in school will determine the kind of citizens these foreign children will make. It is not safe to leave it to chance and out-of-school influences. The World War has taught us that something has been wrong

with the public schools that have left men and women who have been thru our institutions more European than American. The nation demands that the schools train children to become good American citizens who will stand by their country at all times. The kind of reading materials and reading methods determine this to a great extent.

References for the Teacher:

Educating the Immigrant, Bureau of Education bulletin No. 51, 1918, Washington, D. C.

The School and the Immigrant, bulletin published by the Department of Education, New York City.

Library Reading

In the daily programs given in the Handbook time is set aside in the upper grades for library reading. This is even more important for the younger children, but impossible as yet, as most books in rural schools have usually been selected only for the older pupils. This library reading should be purposeful reading. Children may be encouraged to read to the class certain selections that have pleased them. What boy would not want to read *Whitewashing the Fence* to his classmates who had not read *Tom Sawyer*? This is the best kind of motivated reading. Again, use may be made of the library reading for oral and written composition work.

Every effort should be made to get (1) suitable reference material for all classes and (2) supplementary readers for the first four years. (See Handbook). After that is accomplished a new campaign should be started for a better class of story books. With many teachers and other school authorities the terms light fiction and libraries seem to be synonymous. The school library is no place for books by such authors as E. P. Roe, Mary J. Holmes, Marie Correlli, Robert Chambers, George Barr McClutcheon, Rex Beach, Harold Bell Wright and Alger. Such story books as Seton's *Trail of the Sand Hill Stag* and *Biography of a Grizzly*, Kipling's *Jungle Book*, Rihki-Tikki-Tavi and *Captains Courageous*, Twain's *Huckleberry Finn* and *Tom Sawyer*, Stevenson's *Treasure Island*, Carrol's *Alice in Wonderland*, and Harris' *Uncle Remus*' stories are not to be found. If teachers, trustees and county superintendents will see that only those books are in the library that are on the State Library List there is little danger that there will be any

objectionable books added. School authorities should at the same time destroy books that are not suitable for young people. The library fund should be annually expended and proportioned according to the reading ability of the children.

Library funds should also go toward subscriptions for a few standard magazines—St. Nicholas, Youth's Companion, Popular Mechanics, Literary Digest, World's Work, National Geographic Magazine, etc. These may be used for occasional silent and oral reading lessons.

(For further material on library reading, see pp. 84 and 85 of this curriculum).

FIRST YEAR

Aims

1. *To create in children a desire to read and a love for children's classics.*
2. *To teach children to read naturally in conversational tones several primers and first readers.*

Reading Materials Needed

Every school should be supplied with certain necessary materials which county superintendents should see are kept on hand. Certain kinds of seat work to correlate with daily reading lessons cannot be purchased but should be made by the teacher and older pupils. The following may be considered the minimum list:

- Basal primers and first readers.
- Several supplementary primers and first readers.
- Hand printing press (\$1.40-\$4.00).
- Phonic charts.
- Phonic cards (Perception or "flash" cards).
- Word cards (Perception or "flash" cards).
- Word building cards (by the box for seat work).
- Phonetic word building cards (by the box for seat work).
- Sentence building cards (by the box for seat work).
- Manila tag board.

With the exception of the books an outlay of \$5.00 is sufficient for most rural schools.

Pre-primer Work

It is usually considered necessary for best results to give from six to eight weeks of preparatory work before using the primers. This preparatory work consists in getting children acquainted with their new environment thru informal conversations and stories and connecting the previous interests of children with their new tasks. The blackboard, home made charts and "books" are the mediums used before beginning the primer.

The same kinds of materials and methods hold good thru-out the first year. The subject matter of the blackboard stories should be tested by its familiarity and interest to children. What father and mother are doing at home, children's pets, favorite stories and rhymes learned at school and at home should furnish a wealth of material. At the same time the teacher should include the words that will be used later in the first few pages of the primer, so that the change

will not be an abrupt one. Cumulative stories, in which there is a sequence of thought thruout several sentences, should be given rather than hit-or-miss sentences on many subjects. (See p. — of this curriculum). The combination of word and sentence method is most often used by the best primary teachers, tho *whole* thoughts, *whole* sentences, *whole* stories and *whole* phrases should be stressed. These first few lessons may be introduced thru nursery and other rhymes repeated or sung, thru story telling, thru games, or thru directions (for silent reading). The following mode of procedure may be used in one of the early groups of blackboard lessons. If there are children in the class from foreign speaking homes, the nursery rhyme is not as good material as creative stories about home interest, pets, etc. (See p. 56).

Blackboard Lessons on Nursery Rhymes

Little Boy Blue is the material used, chosen because it is familiar to most children, because it contains words which should be recognized early (Little, boy, come, sheep, etc.) and because it lends itself to dramatization. Tho the rhyme is written (not printed) on the blackboard, it is not referred to during the first lesson. The teacher asks the children if they know the Little Boy Blue rhyme and they repeat it softly with the teacher, the teacher giving much thought to the expression which the children imitate without attention being called to it. As soon as the teacher is sure that all children in the class are repeating the rhyme correctly, she asks if they would like to make a little game and play it. She asks who would like to be Little Boy Blue, who to be the first one to look for him, who to be the second. The children decide what part of the room will be the meadow and what will represent the haystack. Then Little Boy Blue lies down and closes his eyes. The two searchers enter the "meadow" looking in every direction, saying,

- First: Little Boy Blue, come blow your horn
The sheep's in the meadow, the cow's in the corn.
Second: Where's the boy that looks after the sheep?
First: (pointing to him) He's under the haystack fast asleep.

This is sufficient for the first lesson. Correlated seat work is given in which children draw a picture of the meadow with little Boy Blue asleep under the haystack. This, of

course, will be crude. It isn't the finished product, however, but a means of expressing the children's ideas of the rhyme that is desired at this time.

The second lesson is the beginning of blackboard "reading", if it can be called that. The children bring to class their drawings which are approved. The rhyme is again slowly repeated, perhaps several times, each time the teacher *drawing* the pointer along each line (*never* pointing to separate words in this process), pausing a moment after each line. Gradually the children get the position of the four lines, tho no attention is called to the fact that the rhyme is on the board until this process has been repeated several times. Then the children are told that the blackboard gives the same story. "Who can read the first line?" is asked and the teacher again draws the pointer slowly along the first line. The other lines are taken in the same way. The drill is varied by this question, "Who can draw the pointer along the line that says, 'Little Boy Blue, come blow your horn?'" Again the lines are taken in order and out of order. The teacher then says, "Who can tell which line the chalk says?" as she writes the first line and later other lines on another part of the board. To do this children have to compare, a new step in the process. Before the lesson ends, one or more children are asked to repeat the whole rhyme, drawing the pointer along as they read. For seat work, children are given the rhyme written on tag board and cut into four lines, which they are to put together in order on their desks. This is too simple to take all of their seat work time set aside for reading, so the figures for a poster are started by having children cut or tear figures to represent a sheep, cow, boy, haystack, the best of which are used later for a poster on which the teacher represents trees and sky line.

The third lesson on Little Boy Blue is a word analysis, the most common words being chosen for recognition (Little, boy, comes, sheep). The lesson begins much like the last. After a few moments spent in the study of the lines as was done in the previous lesson, children are asked to tell where *Little* is, as the teacher slowly repeats the first line emphasizing *Little*. She then writes it in several places on the blackboard. *Boy*, *come*, and *sheep* are recognized in the same way. Word cards containing the script words taught are put in the chalk tray and children are asked to match

words; to find *come* in as many places as possible; to point to the word when the teacher says it; to say the word when the teacher points to it. For seat work, children are given the lines of the rhyme again with the four new words separated from the lines. Children are not only to put the lines together in order but to insert the new words where they belong. After this is finished the teacher writes in large letters on the blackboard the word *come* (the most difficult of the four, as the letters are the same height and as it is not a name word). Children trace the word many times after being directed where to begin tracing. (This is very important).

Probably a few new words and phrases may be taught before children's interest in the rhyme begins to lag. *Blue, in the meadow, in the corn, after the sheep* are the best to select. Note the importance of teaching a *whole* phrase. If this is not done, the children will separate the words as they read and give equal stress to prepositions, articles and nouns, in—the—meadow. This is the beginning of the pernicious sing-song reading habit which must be avoided by stressing *whole* phrases.

Creative Blackboard Lessons

Thru conversation about the children's activities, pets, home and school interests, stories composed of short sentences may be created cooperatively by teachers and pupils. Even tho children are unable at first to recognize a single word in these creative stories, they can learn to recognize by position (1) the lines and (2) the phrases and principal words in the story which they have "made up". There should always be continuity of thot rather than a miscellaneous lot of sentences on many subjects. See Causes of Unnatural Sing-Song Reading, p. 42 of this curriculum).

It is very essential that these lessons be carefully planned. No teacher can compose on the spur of the moment stories or sentences that are of interest to children, that are within their ability, and that contain a few review words and the important new words they need to know. All blackboard work that possibly can be done before school should be attended to in order to save time during short recitation periods.

It is often wise to have several lessons in succession on related stories. These may be later written in large script on heavy wrapping paper or tag board by the teacher and made into "books", the opposite page of each lesson being left blank for children's illustrations of the story. These books are used for seat work and later taken home. After a few weeks in school, before children are ready for the primers, the lessons may be printed by the teacher on a hand printing press. (See any school supply catalog).

Lesson cards or charts are made by printing with the hand printing press on tag board about 3' x 2' the creative lessons or nursery rhymes and these may be used in a similar way to blackboard lessons. If the teacher has artistic ability, these lessons may be illustrated.

New Words Thru Story Telling

Another type of word getting is thru story telling. The teacher may choose a story which children will find later in one of the basal or supplementary primers; as, *The Little Red Hen*. As the story proceeds, she emphasizes a few important words and phrases (*The Little Red Hen*, seed, Not I, dog, cat, pig, etc.) and writes them on the board as she slowly says each word. When she comes to the same word again, she points to the written word and pauses for the children to supply the word. She asks, "Who will plant the ——?" the children saying the word "seed" as she pauses and points to the word. The word drill should follow at another period of the day.

Word and Phrase Drills

There should be a period set aside for word and phrase drills, entirely separate from the reading lessons. At best, word drills are abstract and uninteresting unless motivated by games and other devices. All new words should be written or printed (or both) on "flash" or perception cards of tag board about 7" x 5". Word drills should be short, quick and snappy, quite different from a reading lesson in which the *thot* is always to receive first emphasis. Remember that sometimes a child is obliged to see a word from three hundred to seven hundred times to be sure to recognize it, but if there is a compelling motive which makes it necessary to recognize the word quickly "in order to play the game" a child will get the word in much less time.

The following well known devices may be used and others originated by the teacher. (See references as given under Word Study, pp —, — of this curriculum).

(a) Children match words and phrases on "flash" cards with written words and phrases on blackboard. For this device the "flash" cards should be spread out along the chalk tray.

(b) Words or phrases on the blackboard. One child turns his back while the teacher, or better still another pupil, indicates to the class by pointing to a word or phrase they will choose from the list. At a signal the one who is "it" turns and says, "Is it———?" as he points to and pronounces different words and phrases on the blackboard. The answer is "No, it isn't———" or "Yes, it is———."

(c) Teacher erases a word or phrase from the blackboard and pupils tell what was erased.

(d) Child gives short sentences containing words to which another child points.

(e) Children's names or initials written at the top of the board. Children called on in order to name words and phrases to which the teacher points. Score is kept to see which child can name the greatest number of words and phrases. This is a good device only when children are quite evenly matched.

(f) Divide the blackboard into spaces. In each space which is to represent a mile place a word. Two children run a race by starting at opposite ends and "running" as many "miles" as possible by pronouncing words.

Seat Work for Increasing Vocabulary

In experiments conducted in the Horace Mann School, it was found that even the kindergarten children could, in a few weeks, get a vocabulary of from fifteen to seventy words thru having their curiosity aroused and sense of need of word recognition developed. This was all done without formal recitations or reading lessons during periods that would correspond to seat work periods in rural schools. Children find a need for labeling pictures, for reading the names of the owners of boxes of colored crayons, to know street signs and elevator notices, for making store signs for their play stores, etc. Games and other devices may be originated by the resourceful teacher similar to the following:

(a) Groups of children sit on the floor in the back of the room. An older child acts as leader at first. Children are given cards on which are written or printed words, phrases or sentences. The leader has pictures, cut from magazines, old primers and catalogs, pasted on tag board cards. As he lays down a picture the child finds from his word and sentence cards a suitable label, such as *boy*, *Little Boy Blue*, or *The little boy is asleep*.

(b) In the back of the room on a table place many common objects—book, pencil, pen, box, cap, flag, etc. Children are given corresponding word cards. Children label objects. At first they will need an older child to help them. Children may work in groups or singly.

(c) Small word cards corresponding to pictures which children will find in catalogs given out to them. The "game" is to find the pictured object, cut it out and place it near the word which it represents.

(d) Envelopes containing small color cards and corresponding word cards are passed out to the children. A "key" may or may not be on the envelope. Children arrange the words and corresponding color cards side by side.

(e) This device is similar to the one above only dots, lines and figures represent one, two, three, etc. Children arrange side by side the word two, the figure two, and the dots which stand for two.

(f) A rectangular piece of wrapping paper or tag board is divided into small rectangles by drawing lines vertically and horizontally. In these rectangles are written phrases and words which children have had in reading. Children cut on the lines and from the phrases and words make (1) sentences like those on the blackboard or in the book or (2) original sentences.

(g) If children in other grades are playing store and spice, cereal, thread boxes and other store supplies are being used, the first year children may study labels and match word cards to the labels, as pepper, corn flakes, thread, etc.

(h) Children cut up magazine advertisements, catalogs and auction sale circulars for all familiar words. Pile like words together.

(i) ABC Books. Children trace around a cardboard pattern of a ship and arrange across the top of their paper, lettering each ship. They play the game, "The Ship's in the harbor! What is she laden with? Under ship marked "A" are written all name words beginning with "A" which the children have had in reading or which they can find in a catalog and are able to discover. The same is done with the ships marked with other letters of the alphabet.

(j) Make original sentences of words on the blackboard.

(k) Write the first word of every sentence of the lesson on separate slips. Children arrange in column form for study in the same order as in the book. These are often difficult words, such as there, once, when, these, etc.

(l) Copy all phrases in a given lesson which contains the words "in the" or "to the."

Seat work is given *not for busy work* but (1) *to reinforce and supplement the class recitation* and (2) *to give children an incentive to discover new words thru application of phonics, help from other children or association with pictures and objects.* Seat work will result in old type busy work if the importance is not stressed and the re-

sults inspected by the teacher or an older pupil acting as assistant. Children must be made to feel their responsibility for the completion of a seat work project within a given time.

Phonics

The time for beginning phonics is a disputed question, tho all modern educators agree that it should not be introduced until children have a fair sight vocabulary. Many of the most progressive schools postpone phonics until the second year, tho that is not the common practice. Every principle of teaching urges us to postpone the introduction of such formal and minute analysis until there is a motive, until children see that they can get the thot more quickly by getting the symbols and that phonics will help them to get the symbols. One thing is very apparent in most of the Montana schools, that phonics is begun altogether too early and not continued long enuf thru the second and third years. It is safe to say that phonics should not be begun for five weeks after the opening of school and probably had better be deferred until the seventh or eighth week.

It is customary in most schools to teach the consonants first, the following groups being given in the order of their difficulty: (1) l, m, n, r, s; (2) f, h, p, t, v; (3) c (hard) j, k; (4) b, d, g (hard). The remaining consonants g, w, x, y, z, are seldom needed in the first year. Teachers should have children practice sounding the consonants and be keen to hear inaccuracies. Children should not be allowed to say *um* for *m* or *buh*, *tuh*, and *puh* for *b*, *t*, *p*. Later when phonograms are given containing short sounds of vowels, teachers must be very particular to get children to differentiate between *at*, *et*, *it* and *an*, *en*, *in*. Phonics may do more harm than good if children are not trained to attack the sounds with absolute correctness. Future articulation depends to a great extent upon the early work in phonics.

It is important that the teacher give ear training before eye training in order that the children may develop a keenness of hearing in analyzing words into their component parts. This may be started by giving children directions emphasizing a certain word; as, "Hold up your *hand*", "*John*, hold up your hand", "*Mary*, hold up your hand." The emphasized word should be spoken very deliberately and distinctly, the beginning of sound analysis. The next step is

to separate the initial consonant sound from the word; as, "Bring me the b-asket", "Please open the d-oor". After plenty of drill of this nature, the exercise may be varied by playing a game in which children have to think of many words that begin with certain consonant sounds. The teacher says, "I am thinking of a word which I want you to guess. It begins like this," as she sound the letter *l*. Children may play they are learning to talk and as they go about the room touching objects they give the first sound of the names which represent them. Whole words may later be divided into sounds, b-a-ll, f-a-ll, etc. Attention may be centered on word terminations by having children play a game in which they think of words that rhyme with a word given by the teacher as *fat* or *sing*. The last device is an ear drill for phonograms.

After children have had such motivated ear drills for some time they may be combined with eye drills by writing the word used in a certain game and calling attention to the first letter or sound. Children write in the air the letter that says *m* or *l* or *r*. Children give the teacher words which begin with a certain consonant sound which she writes in a column on the blackboard.

Teachers should recognize the close connection between phonics and spelling. Children who know all the words of a given "family" can easily be taught to write them from dictation, which is the beginning of spelling. Much poor spelling in all grades is due to (1) poor enunciation and articulation which are inexcusable if children have been brought up on phonics and (2) lack of syllabication which is one phase of phonics.

(For further help in phonics see reference given on p. 51 of this curriculum).

Script vs. Print

Usually modern teachers use script entirely for blackboard work. There is as much difference between hand printing and the print given in the book as between script and book print. If a printing press is used for word, phrase and sentence cards, for home made charts and books, children will have little difficulty in the transition from script to print. The legibility and smoothness of the teacher's writing is perhaps the great determining factor in this transition.

First Use of the Primer

About the sixth or eighth week children should be ready for the primer. The lessons for the last few weeks should lead up to the primer, so that for several days after children begin the primer they will meet only old words under different circumstances. It will be best to use two basal books at the same time, one in the forenoon and the other in the afternoon as the change from easy to difficult reading is too great in any one book to follow it page for page.

Teach the children

- (1) How to hold the book when standing; when sitting.
- (2) How to tell the number of a page.
- (3) That the picture and the content are closely related
- (4) Where the title of a story is found.
- (5) To slide the finger along a line rather than to point to separate words.
- (6) To read an entire sentence thru silently before giving it orally. This, of course, is not new, but simply continues the practice started in the blackboard reading.

The use of the blackboard should be given up for some time after starting the primer. The blackboard, the sentence cards or home made charts and the book should be used together. In word drill exercises (*always separate from the reading lesson*) the blackboard should be used in every grade.

Order of Lessons

There is no one and only orthodox order of presenting a lesson. One of the most common orders used by successful teachers is to (1) begin with the oral story of the lesson told in an informal, animated and sympathetic manner, (2) play and dramatize the story, ((3) use conversation and blackboard work together, the question being answered by the sentences, phrases, and words on the board, (4) read the sentences in the book as *wholes* after studying silently and (5) assign the seat work in preparation for the following lesson in such a way that the greatest difficulties are cleared away and there is anticipation of what is coming. The phonics and word drill periods will be used to prepare children for the word difficulties of the following lesson.

It will be noticed that in the above order of conducting a lesson the child's attention is centered on the *whole* as it should be. Some teachers may object on the ground that

not enuf study is given to the form, that children will memorize the story after hearing it told and dramatizing it. There is danger in this if there are not thoro and animated word and phonic drills closely connected with each lesson and seat work so planned as to reinforce and supplement the class work. Some teachers may prefer to leave the dramatization till the last as a motive held out for good reading. There is no objection to this, but if the dramatization precedes the reading, children will later read with better expression, as they lose themselves in the thot. Good expression comes from the thot, not from formal directions by the teacher.

Many of the form primers unfortunately do not have material that can be dramatized. For that reason the best supplementary readers should be supplied in every school. (See p. 43 of this curriculum on the Conduct of the Recitation).

Silent Reading and Speed Drills

Even in the early blackboard work for the first few weeks there should be some training in silent reading. Directions are written on the board which are to be followed but not voiced. This is often called playing "Deaf and Dumb", a very popular as well as profitable kind of reading lesson. Words, such as, *run, jump, turn, skip, fly*, and sentences, such as, *Come to me, Close the door, Turn your back to the class, Bring me a book, Point to Mary, Tom and Fred may change seats* are written on the blackboard and "acted by the children.

Some teachers have sets of from twenty-five to one hundred cards on which directions are written or printed to be used in the "Deaf and Dumb" games. The use of these cards saves time and blackboard space. Later in the year longer sentences with a greater variety of directions may be given; as,

Play you are lacing your shoe.
Draw a picture of a cup on the blackboard.
Run to the teacher's desk and get a book.
Make a sound like a duck.

Occasional lessons from the primers and first readers which are unfamiliar to children may be used for silent reading lessons, children reading sentences or even whole lessons silently, the motive being to tell what they have read or to

dramatize the story. Children may be asked to read sentences or entire pages to tell as quickly as possible certain facts to be found—What is the little girl's name? Where did she live? What did she find?

A Type Lesson for First Year Reading

The following lesson, "The Goats in the Turnip Field", from Elson's Primary School Reader, Book I, was given by Miss Lotta Day, Primary Critic of the State Normal College.

The Teacher's Aims—To help pupils to enjoy the story, to train them to read it orally, especially the most expressive parts, so as to give pleasure.

Pupil's Aims—To read the story so that others will like it, to find out how the little boy got his goats out of the turnip field.

The Teacher's Part

"This little boy had three goats. Let us find how he cared for them."

"But one day they were naughty. Read silently the part that tells what happened then. You may act out what you read." (This was to show whether or not they interpreted what they read).

"Then a rabbit came along. Read silently the conversation. Frank may be the rabbit and Morris the boy acting the parts."

"Read silently the part that tells what happens next. The one who finishes first, act the part."

Treat the adventure with the fox and wolf in the same way.

"Now a little bee flies by. Read silently the conversation. Ray may be the bee and Francis the wolf."

The Child's Part

Child finds and reads the phrases, "took them to the hill, took them home," etc.

Children read silently and then dramatize the part mentioned.

Children read silently. Then Frank and Morris act the parts of the boy and the rabbit. Rabbit: Why are you crying? Boy: Oh, oh, I cannot get my goats——. Rabbit: I will do it for you.

Children study. One child acts in pantomime by running after the goat and then sits down and cries.

After reading silently the needed conversation children act in pantomime the explanation and read the dialog orally.

Bee: Wolf, why are you crying? Wolf: I cry because the fox cries. Bee: I will do it for him.

"Read silently the part that tells what they said and did. Mary may act this part.

Mary cries, then stops and says, "Ha, ha! How can a little bee like you do it?"

"Read silently the part that tells what the bee did. Then Charles may read orally. The bee may act his part. Frank, John and Edward may be the goats and Morris the boy."

All study silently, then Charles reads to the class. "The bee flies into the turnip field, flies onto the biggest goat's back. The goats run away, the boy after them."

"Who would like to read the closing?"

"Do you know _____?"
The Boy laughed.

Dramatization as a whole. The teacher assigns the talking parts. One reads the explanation. Stress is put on the contrast in voices when different conditions arise.

The actors read their parts. The children decide whether the speeches are well given.

SECOND YEAR

Aim

The aim and method for the second school year do not differ greatly from that of the last half of the first year. Children read for only one purpose, the same as adults, because they are interested. If well taught in the first year with stress on the *thot* rather than form, good habits have been established. If they have been poorly taught and if children read in a lifeless monotone, displaying no joy in reading, the teacher must not expect to change the results by formal corrective work. Bad habits will be eradicated only by using textbooks containing child classics, separating formal word study from the reading proper, introducing as many lessons as possible by story telling and dramatization before attempting oral reading and devoting many of the reading periods to silent reading. Smoothness of reading is stimulated by questions by the teacher which are answered in the reading. Whole phrases or *thots* are read in response to such questions.

Silent Reading

Both blackboard and textbooks should be used. At least one lesson a week in silent reading should be given. If a story of real literary value is used, it is usually best to combine the oral and silent reading. The blackboard may be used for "Deaf and Dumb" games as suggested for the First Year (p. 69). The following is suggested as a typical lesson in silent reading:

*This was a second grade lesson. A full period of twenty minutes was given to it. Partly to save time and partly for variety, the teacher had some sentences, which she expected the children to read, written in bold script on cheap writing (manila) paper. It should be borne in mind that practically nothing was *said* during the recitation. The children were expected to read and perform. While every effort was made to reduce the noise and confusion of speech to the minimum, an observant visitor could easily tell that there was a maximum of mental effort on the part of the children.

As soon as the class was seated, the teacher, displaying the first sheet on which was written, *Let us play a game this morning*, said "What do you say to that, second grade?" Some members of the class said, "Yes, Miss M"; others clapped. They then read from the second sheet, *You may get the box of bean bags, Harry. It is behind the screen.* Harry obeyed.

*From Briggs and Coffman's *Reading in Public Schools*. Rowe, Peterson and Co., Chicago, by permission of the publishers.

The teacher next wrote on the blackboard, *Do you see a white dot on the floor, second grade?* As soon as the class located the dot, she continued by writing, *Use that dot for the middle of the circle. Draw a little circle about it, Trevor.* When Trevor had completed his circle the class read, *Draw a big circle around the little one, Dorothy.* As Dorothy's circle was very irregular, the teacher wrote, *That does not seem round; erase it, Lucile. You may try, Lillian.* Her circle was poor and again the teacher wrote, *That does not suit me very well. Erase it, Donald. Make a circle, if you can, Chas. B.* His effort brought the merited commendation of *Better.*

The teacher was now ready to continue with further instructions regarding the game. She wrote, *If you toss a bag into the little circle, it counts ten. Number the circle, Harriet.* Erasing the words little, ten, and Harriet, and substituting big, five, and Josephine B., the teacher had this sentence, *If you toos a bag into the big circle, it counts five. Number the circle, Josephine B.*

Considerable interest was aroused by the teacher's next sentence, which read, *Let us play the boys against the girls. Shall we?*

The final instructions for the game were on the writing paper. The fourth sheet read, *You may give a red bean bag to each girl and a green one to each boy, Harry.* The fourth sheet said, *The boys may stand on the north side of the circle, the girls on the south side.*

The children were quickly separated into two groups, each group going to a place indicated by a straight mark on the floor, located about seven feet from the circle. They were now in position for play and only needed to have captains appointed. As they were arranging themselves, the teacher wrote on the board, *Virginia may choose the players for her side; Trevor for his.*

As the captains alternately called the names of their players, they stepped to the lines and tossed the bags at the circles, displaying much real pleasure when a bag fell where it counted ten and much disappointment when one fell outside the circles, where it counted nothing. It soon became evident that there were more girls than boys and the teacher wrote, *The girls have three more on their side than the boys have, so Trevor may choose three boys to play twice.*

When all had thrown, they read this sentence, *Can you count the score, Donald?* "Yes, Miss M.," he said. Then she wrote, *Count the green bags first. Count out loud.* As he picked up the bags, he counted them by fives and tens, according to where they lay, and found that the final score stood sixty-five for the boys and sixty for the girls.

As the lesson proper was now completed, the following instructions came rapidly by way of the blackboard:

Seats.

Please pick up the bags, Josephine, Edith.

Will you put the bags away, Frank?

Put my paper and handkerchief on the table, Harriett.

You may remain and erase the floor, Robert.

Sight Reading

Sight reading is the kind of reading done by adults out of school. As sight reading lessons are never previously studied, the material should be much easier than for other reading lessons. First readers, which the second year children have never seen, and the magazine, "Little Folks", may be used. (S. E. Cassino, Malden, Mass. \$1.00). One book for a class is sufficient, as the reader should have an audience in order to motivate the work.

Seat Work

For word study devices similar to those given under First Year (p. 64) may be used. Children are now ready to take blackboard assignments that direct the seat work to the thot content of the story; such as,

1. Write the names of each person in the story and be ready to tell what each person does.
2. Copy the exact words of——— in the story.
3. Choose the character you like best and write about it.
4. Copy the paragraph in which the description pleases you most. Underscore the words you do not use in your conversation.
5. Copy the paragraph that is funniest. Illustrate it.
6. Write the main points in each paragraph.
7. Write a list of unusual expressions.
8. Write one thing you have learned from the lesson.

Phonics

Continue from First Year work. Emphasis should be put on syllabication and enunciation. If there is not time for a separate word or phonics period, part of the reading recitation period may be taken for this. Probably it is best to use the assignment period. The long vowel sounds are often left for the Second Year work. Attention should be given to the suffixes d, ed, s, es, est, er, ing.

THIRD AND FOURTH YEARS

Aim

The chief aim for the first two grades is still the aim of the third and fourth years—to increase the children's love for literature and the desire to read for themselves.

Silent Reading

More attention should be given to silent reading than in the first two years. In the third year children use an arithmetic text for the first time. It is one of the tests of the efficiency of the silent reading lessons. There must be a growing power to interpret the printed page which can be secured only by specific and systematic lessons in getting the thot, in interpreting the author's ideas. In the fourth year children begin the use of geography and history textbooks and thru the silent reading lessons, they should be prepared to study those books intelligently.

Make use of the blackboard for further training in silent reading by writing the directions for a game to be played at recess, the construction of a basket or other industrial arts or sewing project which requires a careful following of directions. Skill in the use of the tools of learning should receive most emphasis in the four intermediate grades and children's interests should be the motive power by which they are to gain the desired skill. We are not making best use of our opportunities in training children to follow printed or written directions when we neglect their natural play and constructive interests and substitute dull and formal directions as given in arithmetics and other textbooks.

Children should be trained to look ahead to see groups of words at a glance. To stimulate rapid reading, time the children when reading a certain paragraph or page to find the answer to a given question.

In the Philippine Folk Tale, "The Crab and the Moon" (Riverside Third Reader, pp. 199-204), children may be asked to find a few definite answers, a premium being put on speed. "Read the first page to find to what the crab is compared in size. What was the sea doing when people thot the tide was going out? In the second paragraph on page 200, what did the crab call the moon? Read the next page to find in what direction the crab turned to attack

the moon. Read page 202 and name three things that the warriors carried. What use were the warriors to make of the crab shell, as given on the next page? Such a lesson as the above is not, of course, previously studied. "Who will be first to find the answer?" should be a frequent question.

Oral Reading

Oral reading is a social exercise and therefore a social motive should be provided to stimulate the desire to read. The motive of adults in reading aloud is to give pleasure. A similar motive should be provided in school. If different members of the class have different books, the reader must put forth more effort to interpret the author's thought for the benefit of his audience, the class and teacher. If all have prepared the same lesson, the audience, including the teacher, should close their books and listen attentively to the reading. In schools using the alternation plan the third and fourth year reading classes are combined using different textbooks. This plan encourages a socialized situation, as one-half the group furnishes the audience for the other half. Under no circumstances should pupils be allowed to watch for word errors of the reader. The attention must always be centered on the thought rather than on the mechanics.

It must be remembered that good oral reading follows feeling, that without impression there is no satisfactory expression. To give formal directions, such as, "Read with expression", "Let your voice fall at a period", "Read as you would talk", or "Read louder", will bring only artificial results. Attention should be given to the thought, and feelings and emotions should be aroused in order to interpret the spirit of the selection to others. Imagination should be stimulated to put the reader in the place of the author. If the selection is about the sea, the reader's imagination is aroused by questions, pictures, and reference to the author's word pictures so that he visualizes and is able to put such feeling into his reading that his audience also sees the water dancing or hears the roaring of the waves.

Articulation and Enunciation

Definite exercises should be given at least once a week in breathing, articulation, enunciation, pronunciation and expression. These should be brisk and snappy and apart from

the reading lesson. The references given on page — of this Course of Study are exceptionally good. (See page — also).

Syllabication drills should be given. For these exercises take easy but unfamiliar words of several syllables which are a little more difficult than those found from day to day in the children's reading. This may be combined with dictionary work, definite instructions for which should begin in the third or fourth year. (See Language curriculum). Train particularly in the interpretation of the accent mark for pronunciation. (See also p. 49 of this curriculum).

Assignments

The assignment should (1) stimulate interest in the next lesson and (2) clear away difficulties that will stand in the way of intelligent preparation. The problem method of assigning reading lessons is an excellent one if given in such a way that the problem or question is answered by the study of the reading lesson.

The following assignment of *Brother Rabbit's Story* (Riverside Third Reader, p. 136) is suggestive of what may be done by presenting problems and stimulating thoughtful reading:

The story we are to read tomorrow is told by whom? Notice in the third and fourth lines that Brother Rabbit and Brother Fox receive invitations to a *barbecue*. What sort of an affair is that? Be able to tell what was served at the barbecue. Tell why Brother Fox could not decide on which barbecue he would attend. Shall we dramatize the story tomorrow? Then be prepared to take the parts of Brother Fox, Brother Rabbit, Brother Wolf and Brother Bear, reading their exact words and acting the explanation.

When there are several problems in one lesson it is sometimes best to put the assignments on the blackboard. This is quite essential if the reading preparation does not directly follow the recitation. (See pp. —, — of this curriculum).

FIFTH AND SIXTH YEARS

Aim

As in arithmetic, language and other school subjects the intermediate grades or pre-adolescent age is the time for drills and memorization. In the third and fourth years, stress is put on definite exercises in that getting thru silent reading and on articulation and enunciation. The fifth and sixth years should receive even more attention in developing skill in the use of the tools of learning.

Silent Reading

At least half of the recitation periods of these two years should be devoted to silent reading. The same type of silent reading lessons as given for the first four years may be adapted to the fifth and sixth years with added difficulties in order that there may be progression. Books and magazines which contain directions for doing things should be placed in the hands of the pupils that they may study and follow the directions. Directions for playing volley ball, laying out a tennis court, making a pine needle basket, demonstrating first aid, constructing a bird house, "pearling" for Red Cross knitting, and following a recipe for a noon lunch dish may be given. The Scientific American, Industrial Arts manuals, Boy Scout Book, Bancroft's Games for the Playground, Home and Gymnasium, Cook books, etc. will give valuable material for these practical silent reading lessons.

Such stories as Ali Baba and the Open Sesame, Sinbad the Sailor, The Paradise of Children, The King of the Golden River, The Story of Achilles and Little Daffydowndilly are good selections found in the basal readers for silent reading lessons. To give the best training in getting the principal thought and the subordinate thoughts of a paragraph or page, the lesson should not be previously prepared by the pupils. The question or problem may be given either before or after children have studied silently. The principal precaution is to prevent dawdling.

Many and perhaps all lessons should be a combination of silent and oral reading. Conversation and particularly vivid descriptions may best be appreciated by being voiced.

In choosing library reading for these grades, it should be kept in mind that this is the age for tales of adventure, heroism and daring. If this interest is not satisfied by being supplied with the best books of adventure and heroism, the pre-adolescent child will seek the yellow-back novel which contains the life, action, and romance which he craves, in its most vicious form. Two Little Savages, Jungle Book, A Boy's King Arthur, Rebecca of Sunny Brook Farm, Hans Brinker, The Iliad, Little Men, Little Women, Hoosier School Boy, Careers of Dangers and Daring, Robinson Crusoe, The Scottish Chiefs and other books of this type appeal to children of this age and may be used in whole or in part for silent or home reading lessons.

Oral Reading

Not all oral reading should be taken from the textbooks. Practice in reading newspapers and magazines aloud should be given, the children first having been given opportunity to evaluate the topics from the headings and to tell what they expect a given topic to include. Library books should give more material for oral reading, children being asked occasionally to read some short selection which their classmates would enjoy.

Arouse an appropriate feeling and thru that develop good expression by appealing to a particular kind of emotion for some time. For instance, a love for nature may be aroused and definite results in expressing that spirit may be secured by selecting in the spring of the year nature selections; as, Wordsworth's March, Howitt's The Voice of Spring, Southey's An April Day, and Martin's Apple Blossoms. A spirit of joy and lightness would be developed and a desire to express the spirit of nature would naturally follow if the teacher herself has the feeling which the poets possessed.

Assignments

Continue the kind of assignments given in the outlines for the Third and Fourth Years. (See p. 77). The questions at the end of the selections in the basal texts are very suggestive along the line of problems. Make the problems more personal than those suggested in the books. For example, in studying October's Bright Blue Weather add the personal element by asking what flowers Helen Hunt Jackson would have described if she had written this poem in

Montana, what "white-winged seeds" are found in your community, and what "bright leaves sink" in Montana woods.

The setting of the story to be prepared at their seats may best be given children during the assignment period to arouse interest in studying the selection. If, for example, a picture of the Longfellow home in Cambridge, a description of its location near the Charles River and a short account of the use made of his house by Washington during the Revolution, be given children before they read *The Old Clock on the Stairs*, the children will go to their seats anticipating the pleasure they are to get out of the poem.

Articulation and Enunciation

These drills may be similar to those given to the third and fourth year children. In schools of many grades it may be best to combine the B and C classes for these exercises.

SEVENTH AND EIGHTH YEARS

Aim

The two aims in teaching reading—how to read and what to read—have gone hand in hand during the first few years and now, if not even earlier, they should be separated. Training children in what to read should be the only aim in the grammar grades and whether we are giving oral or silent reading, poetry or prose, informational reading or literature this one big purpose should be uppermost in the teacher's mind.

Literature

Practically all the material given in the reading textbooks may be classed as literature. Literature is intended to give pleasure. If the results do not indicate that there is a joy, not mere toleration in this study, the selections must be unsuited to the class or they are not well taught. If literary selections are used simply as something to read without the emotions being aroused, there are sure to be no beneficial results. The teacher must have a sense of appreciation, must get the feeling of the author, must enjoy the rhythm and music, and must be aroused by the noble sentiments expressed if there is to be any reaction on the part of the children. Do the children turn for companionship in hours of leisure to the same type of literary selections? That is the real test.

We get from literature just what we put into it. The reader must contribute experiences in order to interpret the author's emotions. This fact is not appreciated by many textbook authors and teachers who expect children of limited experiences to interpret emotions which they have never had. The selections that treat of children's own experiences will be appreciated better by them. However, imagination can be stimulated by recalling mental images and by visualizing. A child who has never seen the ocean, can only half appreciate "the music in its roar", "the playful spray", "thy yeast of waves" yet by arousing mental images, concepts, tho possibly imperfect ones, may be formed. Thru this stimulation of the imagination the mental horizon is widened and provincialism is killed. The thing never seen, the emotion never felt may be a never ending source of mystery so that the child lives in a world of imagination.

Patriotism should be one of the chief emotions appealed to. Selection after selection should be studied—Patrick Henry's Speech on a Resolution to Put Virginia in a State of Denfense, Scott's Breathes There a Man wth Soul so Dead, Lincoln's Gettysburg Address, Whitman's O Captain! My Captain!, Drake's The American Flag and many others—until children are steeped in patriotic emotions and until a desire to help their country and a willingness to make sacrifices for her welfare are manifested. At this time there is not a child in the most remote school who cannot put these emotions into action in helping the country at this critical period. This is an opportune time to make literature practical. Dewey says, "To arouse the emotions apart from corresponding activities is to introduce an unhealthy and morbid state of mind." Now is the time to make patriotism tangible and to show that real patriotism is not only a willingness to die for one's country but a desire to live for it.

Some literary selections should be voiced, but others such as Washington's Farewell Address, Herve Reil, The Battle of Bannockburn, and The Legend of Sleepy Hollow are rather difficult to be read aloud, but can be enjoyed by children of this age if studied as silent reading lessons.

Intensive and Extensive Reading

The study of short literary selections, such as given in reading texts, is usually of the intensive type and sometimes the only reading in which the teacher feels responsibility. If our aim is to train children into what to read, then extensive reading must receive a corresponding amount of attention. To read understandingly twenty to forty pages an hour is just as worthy an accomplishment as to study appreciatively a stanza so intensively that several lessons are required.

"Judicious skimming" of informational articles in newspapers, books and magazines should receive attention. Children should be trained to evaluate reading matter so that they may know from a study of the source, the topic, the authority, etc. whether an article is worthy of intensive reading or whether by a quick survey the principal ideas may be gleaned. (See p. 46 for suggestions on thot getting exercises in silent reading. These should be kept up in seventh and eighth years).

Silent reading should occupy the greater part of the reading periods in these grades. Tho some material will be found in the readers, more extensive library reading should frequently be used. Whether this is home or school reading, it should be directed and reports made. Children in this early adolescent age are still lovers of romance and adventure as in the pre-adolescent age and added to this is a new interest in biography which should be satisfied by having a good supply of books of a biographical nature.

Dramatization

Dramatization belongs to all grades. In all too many schools it is confined to the first two or three grades, then revived again in the high school when the "class play" is given in the "opera house". Selections from *Courtship of Miles Standish*, *Evangeline*, *Scrooge's Christmas*, *A Man Without a Country*, *Snow Bound*, *Spartacus to the Gladiators*, *Patrick Henry's Speech on a Resolution to Put Virginia in a State of Defense* and *Hamlet's Soliloquy* lend themselves to dramatization. The time spent upon this kind of interpretation is very much worth while. Of course forced dramatization is worse than useless at any age, but particularly in the early adolescent age when children are self-conscious. However, if the selections are sympathetically taught, children will be happy in such self expression.

In the Minnesota Course of Study the author reports a very suggestive method of review for library books read by the class.

"One teacher planned a clever entertainment of parents and others after this fashion: A child was sitting in an easy chair near her bookcases. She wanted to read, but did not know which of her many favorites to choose. As she pondered over it, thinking of one book after the other, she fell asleep and "dreamed." Her dreams were then enacted by all the other pupils of the grade, who came forward singly or in groups and gave the gist of one book, dramatized a scene from another, recited portions of others, or read parts of others, telling briefly the connections between parts read. When all the books the dreamer most loved (that is, the books read by individuals in the grade for two or three months) had passed in review before her, she awoke, and, with a caressing gesture for all her books, she declared she 'loved every one the best.'"

Children may be encouraged to give pleasure to others by dramatizing at community entertainments the books

and stories which they have enjoyed. This is the type of program that is really educative, one that is an outgrowth of the regular school work.

The following problems in connection with dramatization of Miles Standish were worked out in the eighth grade of the Topeka, Kansas, schools:

- a. Shall we dramatize all of the poem or only part?
- b. How many scenes does the story divide itself into?
- c. If only part should be used, what shall that be?
- d. Of what character should be the different scenes?
- e. How much can they tell by acting, and what do we need to provide conversation for?
- f. How shall each character dress?
- g. How shall the home be furnished?
- h. Shall we attempt to imitate the costumes and furnishings?
- i. How perfect does our work need to be that our dramatization may provide suitable entertainment for our guests?

Books for the Seventh Year

The following books are chosen from a list given in the Elementary School Journal for December, 1913, and prepared by Professors Babbit, Boyce and Perkins of the University of Chicago as a result of a study of the books recommended for different grades in fifty state and city courses of study. These are the books that should be familiar to pupils of these grades. At least this as reliable information as is now available regarding the grade to which certain literature is best adapted.

Alcott, Old Fashioned Girl.
Baldwin, Story of Roland.
Bennett, Master Skylark.
Burroughs, Birds and Beasts.
Burroughs, Sharp Eyes.
Clemens, The Prince and the Pauper.
Clemens, Tom Sawyer.
Cooper, Deerslayer.
Cooper, Last of the Mohicans.
Cooper, The Spy.
Dana, Two Years Before the Mast.
Dickens, Christmas Carol.
Dickens, David Copperfield.
DuChaillu, The Land of the Long Night.
Eggleston, Hoosier School Master.
Franklin, Autobiography.
Hawthorne, Grandfather's Chair.
Hawthorne, Snow Image.
Hawthorne, The Great Stone Face.

Hughes, Tom Brown at Rugby.
Irving, Legend of Sleepy Hollow.
Kingsley, Westward Ho!
Lamb, Tales from Shakespeare.
Pyle, Men of Iron.
Van Bergen, Story of China.

Books for the Eighth Year

Arnold, Sohrab and Rustum.
Dickens, Cricket on the Hearth.
Eliot, Silas Marner.
Hale, The Man Without a Country.
Hughes, Tom Brown's School Days.
Irving, Alhambra.
Johonnot, Ten Great Events in History.
Nicolay, Boy's Life of Abraham Lincoln.
Parkman, Oregon Trail.
Rice, Mrs. Wiggs of the Cabbage Patch.
Scott, Ivanhoe.
Scott, Kenilworth.
Scott, Lady of the Lake.
Shakespeare, Julius Caesar.
Shakespeare, Merchant of Venice.
Stevenson, Kidnapped.
Stevenson, Treasure Island.
Stowe, Uncle Tom's Cabin.
Tennyson, Idylls of the King.
Wiggin, Rebecca of Sunnybrook Farm.
Wiggin, Story of Patsy.

To the above list should be added books of a biographical nature, such as, Mary Antin's *The Promised Land*, Gerard's *My Four Years in Germany*, lives of Helen Keller, Booker T. Washington and Robert Louis Stevenson.

LANGUAGE

General Suggestions

It is generally recognized that one of the most important subjects to be taught in school is language. It is almost as unanimously conceded that there is no school subject that has so little effect on actual practice as language. Probably most of the geography, arithmetic, history, etc. learned during life time is learned in the school room while the English learned out of school has a much greater hold than that taught by any teacher. It is hoped that the following curriculum will be found to be so rich in suggestions that it will act as a stimulus to teachers in producing results that will actually function in the lives of children.

Aims of Language Teaching

1. *To make the free expression of thought a joy to children.*
2. *To increase the effectiveness of spoken and written words.*
3. *To develop an appreciation of the beautiful in English.*
4. *To promote the correct use of words in spoken and written English.*

Plan of Combination and Alternation of Language Work

This plan of combination and alternation of work is for a rural school of more than four grades. It will work as follows:

Odd Years. (1919-20, 1921-22, etc.)

Grades I and II take work outlined for Second Year.

Grades III and IV take work outlined for Fourth Year.

Grades V and VI take work outlined for Sixth Year.

Grades VII and VIII take work outlined for Eighth Year.

Even Years. (1920-21, 1922-23, etc.)

Grades I and II take work outlined for First Year.

Grades III and IV take work outlined for Third Year.

Grades V and VI take work outlined for Fifth Year.

Grades VII and VIII take work outlined for Seventh Year.

Correction of Most Common Errors

As children of all grades make about the same errors, once a week a period for the entire school should be devoted to the correction of such errors. It will be well to take part of the language time on Friday, putting all grades together for this work. Encourage children to listen for errors during the week and both teacher and pupils list those that are

made, both in and out of the school room, to be used for correction drills for the entire school. The success of these drills will depend entirely upon the teacher's attitude and method. If the teacher sees the importance of this, has enthusiasm in trying to eradicate the common errors and is ingenious in originating and adapting games and other devices to arouse the interest of children, the success of the work is assured.

From investigations made by Professor Charters and others in several school systems of the country the following have been found to be the forms which need special drill.

We boys went. (Instead of *us*.)

She and *I* were both late. (Instead of *her* and *me*.)

It is *I*. (Instead of *me*, *him*, *her*.)

It was *he* that went. (Instead of *him*, *her*, *them*.)

May *I* go with *you* and *him*? (Instead of *he*.)

She gave *her* and *me* some candy. (Instead of *she* and *I*.)

I can not find the book *that* was lost. (Instead of *what*.)

He hurt *himself*. (Instead of *hisself*.)

He could not *go*. (Instead of *get to go*.)

This lock is broken. (Instead of *this here*.)

James and *I* played ball. (Instead of *I* and *James*.)

She asked each what *he* could do. (Instead of *they*.)

You may feed *those* calves. (Instead of *them* calves.)

It *doesn't* look like rain. (Instead of *don't*.)

Aren't those apples good? (Instead of *ain't*.)

That *isn't* my book. (Instead of *ain't*.)

He came down the trail. (Instead of *come*.)

It *used* to be a part of Custer County. (Instead of *use*.)

Father *has gone* to town. (Instead of *has went*.)

The children *have eaten* their lunch. (Instead of *have eat* or "*et*.")

Has the bell *rung* yet? (Instead of *rang*.)

He climbed a tree and *saw* a bear. (Instead of *clumb* and *seen*.)

I saw him on the way to school. (Instead of *seed* or *seen*.)

You ought not to face the light when you read. (Instead of *hadn't ought*.)

He became over *heated* in the hay field. (Instead of *het*.)

John broke the gate. (Instead of *busted*.)

Mother is *teaching* me to cook. (Instead of *learning*.)

A tramp was *sitting* on the fence. (Instead of *setting*.)

Set the table for mother. (Instead of *sit*.)

I think I shall finish soon. (Instead of *will*.)

May I borrow a pencil? (Instead of *can*.)

I can hardly tell. (Instead of *can't*.)

She has but one chance. (Instead of *she hasn't*.)

If you *were* *I*, would you go? (Instead of *was*.)

You were not at the party. (Instead of *was*.)

That was the *most beautiful* sunset. (Instead of *beautifullest*.)
 Name the five *largest* cities of Montana. (Instead of *larger*.)
 This peach is the *better* of the two. (Instead of *best*.)
 I am feeling *well*. (Instead of *good*.)
 His coat was *torn*. (Instead of *tore*.)
 The boy didn't have *any* shoes. (Instead of *no*.)
 John *hasn't* brought the wood. (Instead of *ain't never*.)
 It seems *as if* she never would come. (Instead of *like*.)
 Where is Mr. Smith *going*? (Instead of *going at*.)
 Mary *hasn't* her hat. (Instead of *hasn't got*.)
 The *baby* cried for an hour. (Instead of *baby he*.)
 There was a soldier guarding the bridge. (Instead of *they was*.)
 The family lost *every* thing. (Instead of *ever*.)
 Let's ask mother if we can go. (Instead of *less*.)
 School *begins* at nine o'clock. (Instead of *takes up*.)
 She is not *very* particular. (Instead of *overly*.)
 Try *to* be at Sunday School. (Instead of *and*.)
 The play was *very* good. (Instead of *awful*.)
 I *intend* to be a farmer. (Instead of *calculate*.)
 He sells *men's* clothing. (Instead of *gent's*.)
 The shed was swept *clear* away. (Instead of *clean away*.)
 That is a *pretty* baby. (Or *little* or *bright* instead of *cute* or *cunning*.)
 Father had an *appointment* with the doctor. (Instead of *date*.)
 We had an *invitation* to the party. (Instead of *invite* or *bid*.)
 I will *lie* down to rest. (Instead of *lay*.)
 This morning I *lay* down. (Instead of *laid*.)
 The sick woman has *lain* in bed for weeks. (Instead of *laid*.)
 They *laid* the books on their desks. (Instead of *lain*.)
 I *have laid* my pencil on your desk. (Instead of *have lain*.)
 She was *angry*. (Instead of *mad*.)
 Mother telephoned a certain *person*. (Instead of *party*.)
 The woman wore *good* clothes. (Or *stylish* instead of *swell*.)
 I like *this kind* of peaches. (Instead of *these kind*.)
 Do not *wait* for me. (Instead of *wait on*.)

Even the older children get more from these drills thru games which aid in establishing a habit of using the correct terms. The games, however, must be considered a device and never be used as an end in themselves. The following are rich in suggestions for language games:

A Course of Study in Language, Superintendent of State Printing,
 Sacramento, Calif.—30c.
 Language Games by Myra King, Educational Publishing Co., San
 Francisco.

Memorizing

To force children to memorize poems (or anything else) is a violation of the best educational principles, but it is the function of the teacher to create a want or need on the part

of the child so that memorizing is the natural and desired activity. Vivid word pictures, a well modulated voice, a dramatic spirit and an appreciation on the part of the teacher will so stimulate interest that it will be a joy for children to memorize poems selected. As a rule the following order is a good one in the presentation of new poems:

Setting of the poem.

Vivid mental pictures presented thru story of the poem.

Poetic or other unusual words used in telling the story.

Reading of entire poem; study of separate stanzas.

Spontaneous but directed discussion of the word pictures.

Second reading of the poem as a whole by the teacher.

(Teachers are urged to read Briggs and Coffman's *Reading in Public Schools*, Chap. XIII, and Kendall and Mirick's *How to Teach the Fundamental Subjects*, pp. 52-53, for helps in teaching poems.)

Picture Study

The study of a beautiful picture creates imagination and trains children in observation. Every school room should have at least one beautiful picture, a copy of a masterpiece. If the artist is not known, it is not safe to purchase. Copies of the best are just as inexpensive as some worthless pictures advertised in teachers' journals and "painted while you wait" at a department store. Great care should be taken in framing pictures. It is a good rule to follow to have a mat, if there is not much background in the picture itself, as in *Sir Galahad*, *Baby Stuart*, or *At the Watering Trough*. Frames and mats should always harmonize with the picture; that is, a picture in sepia tones should have a mat about the shade of the middle tones of the picture while the frame should be a little darker brown. A white mat with a dark picture and frame violates every principle of good taste in framing.

Pictures of all sizes, from those costing two for one cent for composition and booklet work to those large enough for framing, may be obtained from the Perry Picture Company, Malden, Mass., and Brown Picture Company, Boston, Mass. These companies have illustrated catalogs which all teachers should own. Pictures about 6 x 9 for one cent each, if bought in quantities of twenty-five or more, are good for all class picture study.

The following plan for picture study should be adapted to fit individual pictures, the aim being to create the **feeling** intended by the artist. (See "Pictures Every Child Should Know.")

What the picture is about.
 Objects in the picture.
 Why you think the artist painted the picture.
 Story of the artist.
 Time and place of the setting of the picture.
 Why you like the picture.

Story Telling

"Of all the things that a teacher should know how to do, the most important, without any exception, is to be able to tell a story."

—G. Stanley Hall.

Teachers are urged to use Bryant's *How to Tell Stories to Children*, Bryant's *Stories to Tell to Children*, and Wyche's *Some Great Stories and How to Tell Them*.

Stories for little children should abound in repetition, as in *The Three Bears* or *The Little Red Hen*. Stories for the middle and upper grades should be largely hero tales. War heroes should not have a conspicuously prominent place. Humorous stories should come all thru the grades, anecdotes in the upper grades, taking the place of "nonsense" stories.

Besides the stories in the school readers, the following books are recommended for stories on character building:

Cabot, *Ethics for Children*.
 Lewis, *The Golden Hour*. Bobbs-Merrill Co., Indianapolis.
 Horton, *Noble Lives and Noble Deeds*. Unitarian Sunday School Society, Beacon St., Boston, Mass.
 Bayley, *The Man in the Crow's Nest*. Pilgrim Press, Boston.

Every school library should contain a few standard story books. The following are particularly recommended:

Baldwin, *Fifty Famous Stories Retold*.
 Holbrook, *Nature Myths*.
 Bryant, *Stories to Tell to Children*.
 Kipling, *Just-so Stories*.
 Mabie, *Fairy Stories Every Child Should Know*.
 Andrews, *Seven Little Sisters*.
 Andrews, *Ten Boys*.
 Hart, *Colonial Children*.
 Pratt, *Legends of Red Children*.
 Dopp, *The Tree Dwellers*.
 Dopp, *The Early Cavemen*.
 Dopp, *The Later Cavemen*.
 Tappan, *American Hero Stories*.
 Harris, *Uncle Remus Stories*.

First Year Aims

1. *To create a free, spontaneous expression in response to a need.*
2. *To stimulate imagination thru the best in child literature.*
3. *To observe and appreciate the beautiful in nature.*
4. *To correct the most common errors in speech.*

Oral Versus Written Work

Most of the work for the first two years should be oral, the written work at all times being an outgrowth of oral work. In schools where the first and second year pupils are combined and work alternated, more written work should be given second year pupils than first. First year pupils may have sentences to copy from the blackboard or new words of a story to build into sentences while the upper division may write a paragraph on the same story. Occasionally the lower division may illustrate a story by drawings while the upper division writes it.

Written Work

This will be for the first grade only. In schools where first and second grades are combined, much more will be expected of second grade children. (See second year outline.)

1. Elliptical sentences (Sentences composed by the teacher with blank spaces to be filled in by children). To teach the proper use of see, saw, seen, did, done, there, they, a, an, went, gone. This should follow oral work. (See p. 89 for books on language games.)

2. Short sentences from dictation for drill in use of capitals at the beginning of a sentence, the pronoun I, and the proper names for which children have use.

3. Copying sentences from the board and readers for accuracy in spelling, punctuation, etc.

4. Writing original sentences about stories learned, pictures studied, or about children's activities.

5. Writing short paragraphs the last part of the year.

6. Punctuation—period following a sentence, interrogation point.

Correction of Errors

In all classes and on the playground this should be kept in mind. A few commonly misused words are given for intensive study. Correct forms should be emphasized so strongly that there will be little difficulty after the first year.

1. Am, is, are, was, were. Give special drill on "You were".
2. See, saw, seen.
3. Am not (instead of ain't.)
4. Get.

Correlation

In the following outline, nature, history, hygiene and industrial arts are closely correlated with language. In some cases the lessons should be conducted as conversation lessons, as in the study of the home. Again in the study of primitive peoples, the teacher should tell the story using the Dopp books (The Tree Dwellers, The Early Cave Men, The Later Cave Men) as her text and the children should reproduce the story later.

In schools using the combination and alternation plan, the upper division pupils may prepare the story from the Dopp books and tell it in class to the little children, the second day the latter reproduce the story. It will be necessary, however, for the teacher to prepare her lesson daily in order to guide the children in bringing out the principal points of the story. Make constant use of "Things to Do" at the end of each chapter in the Dopp books. Many of the projects in "Things to Do" may be carried on during the recess period or the last hour of the forenoon and afternoon in schools where children are obliged to stay in school till the closing hour.

Subject Matter

I. The Home:

1. Fall activities on the ranch; harvesting; father's part in supplying family needs; how children can help make work lighter for father.

2. In the home: mother's work and her service to the family; feeding harvest "hands"; the cook wagon; washing and ironing; fall cleaning; daily and weekly cleaning and dusting; care of each room in the house; how children can help to make work lighter—washing one's self for school,

Projects

References:

Dobbs, Primary Handwork.
 Daniels, School Drawing.
 Sand table farm, house, barn, sheds, fences, paths, trees, etc.
 Correlate with number work.
 (See Waldo and Harris' First Journeys in Numberland.)

Make a washday poster—clothes on line.

Cut farm animals for a barnyard poster or harvest scene.

Dramatize method of washing arms, neck, ears, face and cleaning of nails. Demonstrate how to brush the teeth.

Subject Matter

cleaning teeth night and morning without being told, helping mother to put up the school lunch (getting napkin ready, making sandwiches, etc.); cleaning shoes before entering the house; dressing and undressing one's self; combing the hair neatly; taking care of the baby.

Study poem and memorize: I Love You Mother. Driggs, Live Language Lessons, Book I, p. 47. Picture Study: Whistler's Mother.

3. Family pleasures: picnics; evening and Sunday pleasures; games for the home; music and reading in the home; how children can contribute by telling father and mother stories and poems learned at school and singing folk and patriotic songs.

II. Nature:

1. Pets at home: how they get food; how they keep clean (story of the cat); compare cleanliness of the cat with that of boys and girls; their enemies; how they protect themselves against enemies; usefulness to man; care of young; other habits and characteristics: the dog in Red Cross work; faithfulness as a friend. (See Comstock's Handbook of Nature Study, pp. 268-274.)

Picture Study: Saved—by Landseer.

2. Why father and mother collect seeds for spring; care in selecting seeds from the healthiest plants only; seeds distributed by wind, water, birds, animals, man; fruit seeds; recognition of common weed seeds. (Comstock, p. 594.)

3. Name the common trees in the community, if any. Study trees from leaves and shape of tree. Note changing color and falling leaves. (Comstock, pp. 726-816.)

Projects

Demonstrate how to prepare and pack a school lunch.

In schools in which the alternation plan is used, have upper division pupils write short stories of vacation experiences and evening good times at home. Make the topics suggested definite, as "When We Pop Corn" or "A Day at a Picnic."

References:

Comstock, Handbook of Nature Study, pp. 261-271, 726-816.

Hodge, Nature Study and Life, pp. 155-157, 37ff, 367-380.

Encourage children to bring pets to school. A canary might be borrowed for early fall days.

Campaign to destroy fan weed, Russian thistle and other weeds before they go to seed.

Collection of common seeds mounted and labeled by children.

Booklet or frieze of pressed leaves.

Paper cutting of leaves for blackboard frieze.

Subject Matter

Projects

III. Food:

What we eat: what father raises; plant and animal foods; how raw materials raised on the ranch are converted into food; what becomes of wheat, oats, corn, etc.; mother's part in cooking food; story of a grain of wheat to a loaf of bread; why our country has to raise wheat for people across the water during the war; sickness due to eating only one kind of food.

1. Food of Primitive People:

References:

Dopp, *The Tree Dwellers*, Chaps. III, X, XV, XXIX.

The Early Cave Men, Chaps. V, VI, VIII, XXVI, XXVIII.

The Later Cave Men, Chaps. XX, XXXIX.

Snedden, *Docas, the Indian Boy*.

Smith, *Eskimo Stories*.

Peary, *The Snow Baby*.

(a) *The Tree Dwellers*: kinds of food; how procured; how eaten; tools used; enemies.

(b) *The Early Cave Men*: new kinds of food not known by *Tree Dwellers*; how procured; how eaten; tools invented and how they came to invent them; enemies.

(c) *The Later Cave Men*: new kinds of food; new inventions in food getting; taming animals; occupations of different members of the family.

(d) *Eskimos*: food eaten; how obtained; why people of the cold need different food from people of warm climates; difference in the food we should eat summer and winter; when fat meat, oatmeal, etc., should be avoided.

(e) *Indians*: food eaten before the white man; camas and other roots eaten by Indians; corn and potatoes first grown by Indians; how Indians made bread; how they preserved meat; work of different members of the family; primitive agriculture.

Paper cuttings and drawings of vegetables and fruits raised; model in clay fruits and vegetables raised on the ranch. Use native clay, if there is any.

See "Things to Do" at the end of each chapter, referred to in Dopp's books, for projects to correlate with subject matter outlined.

Assist in dish washing after the warm lunch.

Short sentences, either copied or original, about primitive peoples studied.

Experiments in baking potatoes and apples in the ashes of the stove; to be used for the noon lunch.

Indian village on the sand table; tepees, canoes, bow and arrow, peace-pipe.

Subject Matter

IV. Cleanliness in Preparing Food and Eating:

Compare our methods with those of primitive peoples; clean utensils; proper methods of washing and rinsing dishes; care of dish towels; clean aprons; need of cooking caps; individual drinking cups; washing the hands after going to the toilet; washing the hands before eating; use of tooth picks to clean the nails; cleaning the teeth after eating; need of chewing food thoroly; reason for conversation while eating; simple rules for table etiquette; how children can help at home by going to the table clean; how help a younger brother or sister.

V. Nature:

1. Changes in season; shorter days; animals "harvesting their crops" for winter; fur of animals getting thicker; work of the frost; dead leaves protecting delicate plants; birds go to warmer climate; frogs buried in the mud; animals that hibernate. (Comstock, pp. 853-855.)

2. Wild grasses, berries, etc., that will make attractive winter decorations for the school room.

3. Feeding winter birds: scarcity of food; what birds live on in the winter; how children can help.

4. Observation of winter conditions: clear sunny days; clouds, fog, rain, snow, direction of the winds, length of day; time when sun sets. Observe the shape of snow crystals on cloth.

Poem study and memorization:

Snow Flakes by Lucy Larcom, Nature Reader I, p. 97 or

The Frost by Gould, Nature in Verse or

Poems Every Child Should Know.

Projects

Demonstrate how to use a napkin, hold a knife and fork, cut meat, sip milk or water quietly.

Make a landscape drawing to get children to observe the changes that have taken place.

Make a hanging basket of some weed, wild vine such as kinnekinick or yarrow that will keep all winter.

Attractive arrangement of wild grasses, rose hips, yarrow, pink sage, etc., in plain vases with good lines. Drawing of wild plants in crayola.

Construct a bird shelf for home and school; keep chaff, crumbs, and grain on the shelf. Tie suet to trees. Keep this up all winter. Appoint committees for this work.

Daily weather record indicating kind of day and direction of the wind; show this by means of pictures (sun for sunny day, falling rain for stormy days, etc.)

Cut snow crystals from paper.

Subject Matter

VI. Thanksgiving: Meaning of the term; story of the first Thanksgiving; food of the Pilgrims; new foods found in the New World; food which we have now which they did not have; help given by Indians; the Pilgrim mother's preparation for Thanksgiving; the Indian guests; mother's preparation today; family reunion; time to help others less fortunate; things for which we are thankful.

Picture Study: Boughton's Pilgrims Going to Church.

Poem study and memorization:

Thanksgiving by Child,
Nature in Verse, p. 236, or
Thanksgiving Prayer,
Child's World, Poullson, p. 9,
or November,
Songs of Tree Top and
Meadow.

VII. Preparation for Christmas: Why we celebrate Christmas; the first Christmas; story of the shepherds and the Christ child; a time for giving more than getting; our Christmas customs and their origin; what to give father, mother, other members of the family, persons less fortunate than we.

Poem study and memorization:

Kriss Kringle, Aldrich.
Natural Method Third Reader,
or
Twinkle, Twinkle, Little Star,
Taylor.
Studies in Reading First Reader.
Baby's First Christmas, Miller.
Studies in Reading Second Reader.

Picture Study: Nativity by Le-Rolle.

Projects

Turkey, corn, or pumpkin for unit in making booklet for new words in reading.

Sand table village of Plymouth or poster to represent the First Thanksgiving.

Model fruits and vegetables (of native clay if there is any) used for Thanksgiving.

In schools where the alternation plan is used the upper division write invitations to a Thanksgiving festival from a model made by the teacher.

Making Christmas gifts; candy boxes, raffia needle book; tree decorations.

Subject Matter

Projects

VIII. Winter Activities in the Home:

1. Clothing: materials suitable for the season; father's part in supplying needs; mother's work; study of wool from sheep's back to child's dress; conservation of wool for use of other nations, soldiers, etc.; study of shoes and sources of material; how children can help mother by taking care of clothing; care of clothing at night; blacking of shoes.

Picture Study: Shepherdess Knitting, LeRolle.

2. Clothing of Primitive People.

(a) Tree Dwellers: use of teeth, claws and feathers for adornment; the first clothes.

(b) Early Cave Men: clothing of skins; women's work; dressing skins; process of fastening clothes together; making of sandals and leggings.

(c) Later Cave Men: new inventions in clothing in response to a need; how they learned.

(d) Indians: kind of clothing; dyeing, preparation of skins; substitute for needles and thread.

(e) Eskimos: kind of skins used in their clothing; how skins of polar bear, walrus and seal are obtained. (Draw on children's imaginations in telling these stories. Children close their eyes and "dream" they are Eskimo children.)

Make a doll's dress, cape and hood, first *having made a pattern*.

Poster of sheep scene.

Bring garment from home and sew on buttons.

Projects suggested under "Things to Do" in Dopp's The Tree Dwellers, The Early Cave Men, The Later Cave Men.

Short sentences or paragraphs written about stories told in class.

Indian doll made from withered potato (for head) and sticks for body; dress in Indian clothes; blanket may be woven on a loom.

Eskimo sand table—igloo (of cotton wadding), sleds, ice sheets (glass over blue paper), etc.

IX. Humorous and Other Stories:

The Three Bears.
Four Musicians of Bremen.
Epaminondis.

X. Candlemas Day:

The legend.
Poem study and memorization:
My Shadow, Stevenson.
Studies in Reading, Second Reader.

Subject Matter

Projects

XI. Weather Observations and Bird Study:

1. Frost on the window pane; days growing longer; position of sun when school opens in the morning, at noon; what becomes of snow when it melts; use to man.

Continue weather record started in the fall.

2. Study of a winter bird; what it eats, its markings, its call, how it builds its nest; how children can help by putting straw, grass, strings, etc., where birds can find them. Plan for blue bird houses; how they may be made from old tin cans; use of shingles; protective coloring for house; size (about 2 inches in diameter) and place of opening; where placed in trees away from storms, cats as enemies of birds (Comstock, pp. 25-147.)

Collect last year's nests and identify. Continue feeding birds. Strings, straw, etc., left where birds can find them. Make bird houses of shingles, old boxes, pieces of board, tin cans, etc., if necessary with help of older children. Place in trees before birds begin building nests.

XII. St. Valentine's Day:

Story of the good saint; why we send messages of love on this day.

Valentine for mother, father, a sick person in the community or in some distant hospital.

XIII. February, a patriotic month:

1. Story of the first flag; growth of our present flag; flag salute; stories of patriotism.

Poem study and memorization:

The Drum, Field.

Studies in Reading, Second Reader.

Drawings of the first flag; the present flag.

Dramatize Betsy Ross making the first flag.

Marching Song, Stevenson.

Child's Garden of Verses, p. 50.

2. Lincoln, the boy: his home; compare his pioneer home with the homes in newer sections of Montana; his parents; playmates; school days; stories of his honesty and kindness.

Lincoln's home in the sand table.

XIV. Nature's Preparation for Spring:

1. Pussy willow: study of spring buds; return of birds from south; recognition of birds from (1) color and markings and (2) song. (Of course only birds of the community are to be studied.)

Make a chart to show date when first seen and by whom seen.

Collection of winter buds as they begin to swell. Try to identify them from trees studied in fall. Put in water and observe unfolding.

Subject Matter

2. Seeds and seed germination; need of moisture; study progress through month's growth.

XV. Preparation for Spring in Home:

1. House cleaning: how children can help; change in food; change in clothing.

2. Father's preparation for spring; activities on the ranch; plowing; ordering seeds; new tools and machinery.

Picture Study: Plowing, Bonheur.

Poem study and memorization:

Who Has Seen the Wind, Rossetti.

Natural Method First Reader.

The Swing, Stevenson, or

The Wind, Stevenson.

Studies in Reading Second Reader.

XVI. Easter:

Story of the Resurrection; the awakening of life; life in a bulb; Easter customs.

XVII. Arbor Day:

Tree planting; how to beautify the school grounds, and home grounds; spring work in the yard.

XVIII. Nature:

1. Spring flowers: recognition of common ones; flowers that grow in shady places, sunny places, damp places; special study of one flower; where it grows, color, petals, leaves, stem, root; significance of name. (Poem, legend or song about flower studied.) Comstock, pp. 496-593.

Projects

Germinating apparatus made of two pie plates and blotting paper. Bring seeds from home for one plate and from a local store or mail order house for another. Use large seeds like beans, peas, corn.

Plant tomato and other seeds in window boxes. Need of moisture; loosened soil. Transplant to small pots or berry boxes later. Keep them well protected cool nights.

Summer schools have window boxes and wild flower gardens.

Poster of a windy day.

Growing bulbs in the school room. Painting Easter eggs. Rabbit poster.

Drawing of home garden on school room floor, showing paths and rows of vegetables to be planted.

Good arrangement of wild flowers in vase; if good vases and jars cannot be obtained, cover tumblers, large neck bottles and glass jars with a "collar" of construction paper. Make the school room (or at least one corner), a shrine of beauty.

Subject Matter

2. Home garden: best place, kind of soil, how prepared, reason for keeping dirt fine, seeds to be planted (after testing at school), depth of planting, three reasons for cultivating often, "watering with a hoe," plans for summer work in garden. Plans for school or community fair in fall.

XIX. May Day:

Festival to the Goddess Flora in Rome: May pole dance in England.

Projects

Teacher visit homes of children and help plan the location of garden. Plans made at school showing flowers or vegetables to be planted, paths, etc.

Winding the May pole. Songs and folk dances for May Day.

SECOND YEAR

Aims

1. *To create a free and spontaneous expression in response to a need.*
2. *To feel the spiritual element in connection with the common things of life, thru the study of the beautiful in poetry, and pictures.*
3. *To develop an appreciation and love for the common things of country life.*
4. *To correct the most common errors in speech.*

Most of the work of the first two years should be oral, the written work being at all times an outgrowth of the oral work. In rural schools of five years or more in which the first and second year pupils are combined and work alternated, more work can be given the upper division than the lower. First year pupils may have a few sentences to copy from the blackboard or new words of a story to build into sentences and at the same time second year pupils may write a paragraph about the same story. Occasionally the lower division may illustrate a story by drawings while the upper division writes it.

In the following outline, nature, history, hygiene, and industrial arts are closely correlated with language. In some cases the lessons will be conducted as conversation lessons, as in the study of the home. Again in the study of primitive peoples, the teacher will tell the story using the Dopp books (*The Tree Dwellers*, *The Early Cave Men*, and *The Later Cave Men*) as her text and the children will reproduce later. In schools using the alternation plan, the upper division can prepare the story for seat work from the Dopp books and tell it to the lower divisions the second day, first year pupils reproducing the story to second year pupils. It will be necessary, however, for the teacher to prepare her lessons daily, in order to guide children in bringing out the principal points of the story. Make constant use of "Things to Do" at the end of each chapter in the Dopp books. Many of the projects in "Things to Do" can be carried on at recess out of doors or in the rear of the school room on stormy days. Children of these grades who cannot be dismissed early may make use of the suggestions in "Things to Do" during the last hour of the forenoon and afternoon sessions.

For suggestions as to method of studying a picture or a poem see p. 90 and telling a story p. 91 and of this curriculum.

Technical Work

Besides the work outlined below, the class should also be held responsible for the following technical work, which should be scattered thruout the year.

In schools where first and second grades are combined, the work for the first year will have to be a little earier than this outline below.

1. Elliptical sentences (sentences composed by the teacher with blanks to be filled in) to teach the correct use of *is, are; sit, sat; give, gave; he and I, you and I; blow, blew; haven't, am not; this, that, these, those.*
2. Capitalization: Beginning a sentence; Mr., Mrs., Miss, proper names child has use for, days of the week, months of the year, etc.
3. Copying sentences from the blackboard and reader.
4. Writing original sentences about stories learned or pictures studied.
5. Writing short paragraphs about stories or pictures the last part of the year.
6. Punctuation: Periods at the end of a sentence, interrogation point after a question.

Correction of Errors

In all classes and on the playground all errors in speech should be corrected. A few are given for intensive study. Correct form should be so strongly emphasized that children will have little difficulty with these after the second year.

1. I have no—instead of the double negative.
2. There and they.
3. Can and may.
4. Do, did, done.

Subject Matter

I. The Home:

1. Fall activities on the ranch; farmer's responsibility in feeding the world; dependence of city people on the food raised by farmers; crowded conditions in the cities; what father grows for Belgian and French children; what father needs from Butte, New York, and other cities; what father and mother get from the fathers and mothers of Belgian, French, Chinese and Japanese children; growing food a patriotic duty; how food is transported to cities, soldiers, and peoples of other countries.

Projects

References: Primary Handwork, Dobbs. Primary Manual Work, Ledyard and Breckenfeld. School Drawing a Real Correlation, Daniels. First Journeys in Numberland, Waldo and Harris.

Booklet made of pictures of articles manufactured in cities and used on the ranch. Names written under pictures by 1st grade and sentences by 2nd grade.

Subject Matter

2. Fall activities in the home: mother's work in preserving food for winter; how children can help to save; duty of conserving food in time of war or peace; story of the home gardens of children; thrift as illustrated by the squirrel.

Study poem: *The Squirrel's Arithmetic*, or *September*, Jackson, from *Nature in Verse and Wide Awake Second Reader*, p. 115.

Study pictures: Millet, *Feeding the Hens*, or *The Gleaners*, or *Woman Churning*.

Story of Ruth.

How children may help in the home; air the bed in the morning; set the table; dust; prepare lunch for school; bathe the baby.

II. Nature:

1. Flowers raised in mother's garden; names and recognition of all the common cultivated and wild flowers of the community; how to beautify the home by flowers; fresh flowers for dining room table; how children can help.

2. Insects:

Comstock's *Handbook of Nature Study*, pp. 372-374, 316-327. Study of the cricket observed from watching development in jar (feed fresh pieces of apple daily): homes, feeding habits, method of moving about.

Outline for insect study: number of pairs of legs and wings; number of parts of the body; location of mouth and eyes; home, food; what it does in winter; changes that take place in spring. Caterpillars collected and studied; collect cocoons and study; cocoon the house of the caterpillar, how made; cocoons saved for spring; observation of awakening life.

Projects

Exhibit of home garden products—a school fair. Drawings in color, and paper cuttings of vegetables raised by children.

Demonstration of how to set the table, proper placing of silver, napkins, etc.; demonstration of how to dust.

Arrangement of flowers, good colors and shapes of vases for different flowers. Pots of geraniums during fall months. Teach children to care for them by loosening soil, watering and removing dead leaves.

Exhibit of flowers with emphasis on arrangements at a school or community fair.

Insect booklet—drawings, pictures mounted and a short story (for second grade.) See Comstock, p. 14.

Subject Matter

3. Animals:

Comstock's Handbook of Nature Study, pp. 261-267, 275-307.

Those of use to man; the food they eat; how they chew their food; notice head, feet, position of ears; how they lie down; wild animals that are dangerous or destructive; habits, home, food. Stories of wild animals.

Projects

Capture a prairie dog or jack rabbit; put him in a cage, feed him and keep him at school for study. Make observations and drawings.

III. Humorous Stories:

Study most effective way of telling a story; variety of expression; avoid use of "and"; use of gestures, objects, drawings, etc., in telling a story. When children reproduce encourage them to use the same devices.

Pig Brother.

Little Black Lambs.

Any Uncle Remus Story.

IV. Shelter:

Getting our homes ready for winter; what father does; mother's part; where supply of fuel comes from; putting on double doors and windows; need of providing ventilation; how; getting out winter bedding; care of bedding in the winter; how children can help make home comfortable and happy in the winter; how to spend winter evenings.

Poem Study: The Land of Story-Books, Stevenson, from Riverside Third Reader, or Good Night, Child's Garden of Verse.

A doll house started, two or three rooms (kitchen, living room and bedroom.)

V. Thanksgiving:

End of harvest season; how Pilgrims and Indians helped each other; story of Pilgrims in Holland; the first homes and churches of Pilgrims in America.

Picture study: Boughton's Landing of the Pilgrims.

Poster or sand table scenes of Pilgrim's home in Holland, Dutch windmill, canals, steep roofed houses. Dress paper dolls (a china doll or clothespins) as a Puritan boy or girl.

VI. Shelter of Primitive Peoples:

1. The Tree Dwellers, Chaps. III, IV, XXIII, XXIV, XXV. Reasons for home in trees; beginning of family life after discovery of fire; huts.

Projects suggested in "Things to Do" at the end of chapter of the Dopp books.

Subject Matter

2. Early Cave Men: Chaps. II, III, IV. The Fire Clan; caves of wild animals as shelters; how fire was made; how they learned; beginning to work together.

3. Later Cave Men: new additions to their cave homes; tent huts; tents of skin; how they learned to have a leader and obey him.

VII. Christmas:

The home at Christmas: fireplace in colonial homes; Christmas customs in other lands; (The Plan Book—Winter, A. Flanagan, Chicago); Christmas giving to members of family, sick people, soldiers in the trenches, Red Cross.

Poem Study: 'Twas the Night Before Christmas, Moore (in part) Progressive Road to Reading III, or Christmas, Dodge; Natural Method Second Reader.

Picture Study: Corregio's Holy Night or Lebrun's Mother and Child.

VIII. Nature:

1. Comstock's Handbook of Nature Study, pp. 850-904. Weather observations: snow crystals; snow and ice as one form of water; observation of steam while cooking warm lunch; history of a drop of water; water free from germs until contaminated by poisoned soil or dirty vessels.

2. Directed observation of moon and stars; location and stories of Great Bear, Little Bear, and Milky Way; moon shines because the sun shines on it; observation of the moon at different times of the month (no explanation yet.)

Poem Study: The Moon, Stevenson. Easy Road to Reading Third Reader.

Projects

Make Christmas stockings for tree to teach basting and blanket stitch; make Christmas gift as calendar for father and raffia twine bag for mother.

Melt snow and freeze to ice to show three forms of water.

Moon calendar showing four phases.

Subject Matter

3. Shelter of animals during cold months; wild animals and their winter homes; warm shelter for cattle and poultry; need of ventilation in barn and poultry houses to keep the animals well the same as in houses and school houses; Nature's method of keeping animals warm by giving them a heavier coat for winter. (Comstock, 229, 236.)

IX. Shelter of Other Primitive Peoples:

1. Eskimos: igloo home, how constructed, heated, lighted.

References: Big People and Little People in Other Lands, Shaw. Eskimo Stories, Smith. Children of the Cold, Schwatka. The Snow Baby, Peary.

2. Indians of Montana: tepee; family life; primitive agriculture; how they made fire; cooking; pottery; basketry; use of native materials; transportation; exchange of trade; wampum and shells.

References: Wigwam Stories, Judd. Indian Primer, Fox. Stories of Indian Children, Husted. Story: some Indian legend, preferably Indians of Montana. Story of Sackajawea. Reference: The Bird Woman of Lewis and Clark's Expedition, Chandler.

3. Cliff Dwellers: pictures of Pueblos or cliffs; Pueblo villages; construction of adobe house; weaving, pottery; stone axes; jars; drinking cups.

References: Pueblo Folk Stories, Summers. Children of the Cliff, Wiley and Edick. Lolami, Bayliss.

Poem Study: Foreign Lands, Natural Method, Third Reader.

X. February, a Patriotic Month:

Washington: a picture of Mt. Vernon; his mother, playmates; games, school days; his dress; how people lived at that time. Memorize "America" or Washington's Birthday, Sangster, Natural Method Third Reader.

Projects

Winter feeding of birds as in first grade.

A simple Indian war dance to the air of "John Brown Had Little Indian" unless war dance music is to be found.

Weaving rug to be used for doll house.

Clay modeling of objects made by Cliff Dwellers.

Cliff House on sand table.

Washington booklet.

Subject Matter

XI. Nature's Preparation for Spring:

Comstock's Handbook of Nature Study, pp. 25-147. First sign of returning birds; during the spring study one or two birds in detail; when it returned (if it migrates), color, principal markings, song, place of nest, how nest is made, time of nesting; work of father and mother birds in building nest and taking care of young; size, color and number of eggs.

2. Weather observations; longer days, thaws, softening ground, swelling of buds, first signs of flowers, cattle and other animals put on spring coat, hens shed feathers, frogs come out of mud.

3. Germination of seeds; difference in depth of planting of large seeds, small seeds; food of plant bulbs as a good illustration. Comstock, pp. 495 and 496.

4. Cabbage, lettuce, and tomatoes planted in school room; thinning, transplanting; moisture, air, light, heat.

XII. Homes of the Community in the Spring:

Location of a home; air, light, sunshine, shade, protection from winds, scenery, work of the carpenter and mason in building the home; excavation, foundation, framework, roof, etc., rooms in the home, cross ventilation, sunshine, choice of wall paper, paint, rugs, furniture to show harmony of color and design. How children may help to keep the house clean and ventilated.

XIII. Nature:

1. Preparation of home garden (see outline for first grade); a patriotic duty to have a garden.

2. Comstock's Handbook of Nature Study, pp. 181-189. Study of toad, its color; number of feet; toes on each foot; kind of food; use to man; manner of drinking; children's duty of protecting toads. Story of Celia Thaxter's toads.

Projects

Bird calendar as in first grade.

Bird house, as in first grade. Feed crumbs to birds so they will come to the door and window sills after they find that children are their friends.

A variety of spring buds gathered and kept in water for observation.

Plant small seeds on a one-half inch layer of cotton on the surface of a glass of water.

Use a box of moist sawdust for a germination box this year, soak beans, peas and corn, open a soaked bean to study the little plant inside. Plant large seeds to observe downward growth of root and upward growth of leaves.

Furnishing the doll's house. Wood or cardboard furniture, rug, etc.

Sewing: sheets and pillow cases for doll's bed, curtains, and table cloth, to teach running stitches and hemming.

Plans made as in first grade.

Collect eggs of frogs or toads, keep in an aquarium or shallow dish with top (like a salad bowl.) Keep a few tad poles in school room till close of school. Feed green algae from frog ponds.

Subject Matter

3. Spring wild flowers: Comstock's Handbook of Nature Study, pp. 496-591, 684-698. (See first grade.) Flowers from trees (pussy willow, apple, etc.); plants that have no blossoms (ferns, mosses, lichens.)

Picture Study: Millet's *The Sower*, or, Breton's *Song of the Lark*.

Projects

Wild flower booklet, pressed flowers and names. Study arrangement of bouquets from school room; mother's dining room table.

Wild flower chart, similar to bird chart. Names of wild flowers found in the district at the top and names of pupils at the left. The child who brings in the first flower of any variety puts this date after his name and under the flower found.

XIV. May Day:

Custom of hanging May baskets for friends and "shut-ins."

Make May baskets.

THIRD YEAR

Aims

1. *To increase and enrich the vocabulary.*
2. *To begin to organize ideas and thots in order to express them effectively.*
3. *To cultivate taste and the appreciation of the best in English.*
4. *To correct the most common errors in speech.*

As in the first and second years the material in history, hygiene and nature will be drawn from for a large part of the oral and written composition work.

The technical work may be found in Driggs' Live Language Lessons, Elementary Book, pp. 1-14, 25-27, 53, 66-67, 74-76-78, 81, 90-92, 100, 106. Besides the technical work mentioned in the outline, the following should be included in the work of the year.

1. Plurals

- (a) Words whose plurals are formed by adding s and es with special attention to nouns ending in o.

(1) Musical terms—piano, solo, alto, etc.

(2) All other nouns ending in o, tomato, calico, etc.

- (b) Plurals of nouns ending in f and fe, life, knife, etc.

- (c) Words ending in y preceded by a consonant, fly, story, etc.

2. Contractions

Driggs, pp. 76-78.

3. Words often mispronounced, Driggs, pp. 10-11; is, are, was, were, has, have. Driggs, pp. 11-14, 53, 81.

4. Correct use of past tense of see, fly, blow, throw, know, grow. Driggs, p. 28.

The following language games by Theda Gildmeister in the Minnesota Course of Study will help to fix the correct forms in the minds of children till they become automatic.

No. 1. The game is conducted like a spelling match. The teacher gives out the following words, one by one:

a bubble	a horn	a kite	a whistle
a potato	a feather	a flag	an answer
a lesson	a riddle	a leaf	a picture
a bean-bag	a wagon	a ball	a tulip

The pupil whose turn it is should reply instantly, choosing the most fitting answer from the following sentences: I grew it, I blew it, I flew it, I drew it, I knew it. It is a failure to hesitate or give the wrong answer.

No. 2. The teacher may give the same words out and the pupil whose turn it is may respond instantly with one of the following questions:

Have you ever known one?
 Have you ever blown one?
 Have you ever shown one?
 Have you ever flown one?
 Have you ever thrown one?
 Have you ever grown one?

Adapt these and other games to drill on the correct forms of other words given in this list for correct usage. See game p. 81 of Driggs.

5. Correct pronunciation of

burst
 partners
 creek
 drowned

climbed
 across
 catch
 heard

6. Capitalization of books, titles, stories, poems; hyphen at the end of a line when a word is left unfinished and only at the end of a syllable.

7. Comma in a series.

Subject Matter

Projects

I. Fishing experiences during vacation:

Hunting stories; experiences with animals. Some that as to organization in story telling should be given:

1. A good beginning or setting.
2. Events in order.
3. Ending or climax.

Good descriptive words, Driggs, pp. 5-8.

II. Indian Hunting and Fishing Periods:

1. Indians of the Plains; 2. Pueblo Indians; 3. Eskimos.

1. Weapons used by each of the three classes of Indians and how made; bow and arrow, traps, nets, spears, hooks; games taught; use. Poem study and memorization:

The Arrowmaker from Hiawatha.

2. Indian canoe and dug-out; how constructed.

Poem study and memorization:

Hiawatha's Fishing. Study of picturesque words used by Longfellow in this poem.

Write sentences about these experiences using new words as suggested in Driggs, p. 7. This is the time to develop a sentence "feeling"—to know what a sentence is and to observe rules of capitalization learned in the second grade. Driggs, pp. 8-10.

Landscape in crayola of some Hiawatha scene.

Picturesque words in Hiawatha's Fishing used by children in sentences or short paragraphs describing a fishing trip.

Subject Matter

3. Work of squaws in preserving fish and game; skins saved and dressed for clothing and tent making; method of dressing skins.

4. Utensils for cooking and other purposes; how made, decorations and their significance; use of mortar and pestle in grinding grain. Driggs, p. 147.

5. Plants used by Indians when white man came; potato, pumpkin, corn, tobacco. Indian method of cultivation. How they fertilized corn. Influence of these plants on the world; dependence of the world on potato and corn crops. Corn and maize still not well known in Europe. Stories of Indians raising corn; their autumn corn festivals, compare with our Thanksgiving or harvest festival. Riverside Third Reader, pp. 176-186.

6. Buffaloes of Montana: Comstock, p. 18, 295. Buffalo trails and "wallows" and their significance; buffalo hunting with decoys; trapping other animals; spearing fish; weers; the Indian horse and dog.

7. Indian spinning and weaving; significance of designs on tepees, blankets, moccasins, etc. Indian picture writing.

8. Indian religion: The Great Spirit, Indian legends (any Montana legends), stories of the honesty of Indians; friendship for white man; Indian cruelty usually traceable to injustice of white man or "fire water," introduced by white men. Indian love of nature. Local Indian stories.

Study of Hiawatha: how Nokomis brought up the little Hiawatha; what she taught him about nature, also see Eastman's Indian Boyhood.

9. Passing of the Red Man: diseases of Indians; lack of cleanliness; tuberculosis follows confinement in houses.

Projects

Write short descriptive paragraphs (1) dressing skins, (2) grinding corn. Emphasis on good organization of thots and use of choice words.

Jar or vase made from native clay (if there is any), in Indian design. See Riverside Third Reader, p. 178.

Indian corn dance, improvised at recess. Riverside Third Reader, p. 182. In sections where corn is raised make corn husk baskets of soft colored husks gathered after the first frosts. Make similar to pine needle baskets, using narrow strips of husks sewed with raffia, carpet warp or strips of cat tail leaves. See Pineneedle Basketry in Schools, Bureau of Education, Washington, D. C., 5 cents.

Indian design for cover to Indian booklet.

Write short Indian stories for the booklet.

1. From dictation to train in habits of accuracy.

2. Original.

Preparation for the dramatization of Hiawatha; to be given out of doors if possible; may be given for Thanksgiving.

Subject Matter

Projects

III. Autumn Coloring:

Study one tree that can be easily observed at school if possible; general shape, manner of branching, bark, leaves, fruit, seed, use, color at different seasons; cause of change in color; leaves of evergreen trees.

Poem study and memorization:

October's Party, Driggs, p. 25.

Picture Study: The Avenue of Trees, Hobbema.

IV. Study of the Ant or Spider:

Life history, habits, how ants fight, run a farm, build their nests, take care of their young, carry burdens larger than themselves, capture slaves, uses made of the antennae; larvae and pupa stages. See Comstock's Handbook of Nature Study, 419-428.

Poem study and memorization:

The Ant and the Cricket, Riverside Fourth Reader, p. 57, or The Spider, Wadsworth, Easy Road to Reading Second Reader.

Technique of paragraph. Study: margins, indentations. See first part of outline for other technique of language for third year.

Collect leaves, bark, wood (cross pieces), and seed of common trees of neighborhood; mount and label.

Draw in crayola autumn landscape seen from the school window. Study attractive mountings.

Collect leaves, press and mount and name tree from which each comes several days after the collection.

Find ants' nest and observe them. If possible make a Lubbock Antnest (Comstock, p. 423) for the school room.

Paragraph or short composition on the habits of the ant. Pay much attention to organization. Choose only one phase of the study as "How Ants Go to War" or "The Ant's House," rather than a general one like "The Ant." Study model paragraph from readers. Children write paragraphs on blackboards for class criticism. Lead children to be severely critical of their *own* work. All written work should be corrected for (1) content and naturalness of expression and (2) technique (margins, punctuation, capitalization and spelling.)

V. Thanksgiving:

Significance of day. How we came to celebrate Thanksgiving; what we owe the Pilgrims; voyage of the Mayflower; contrast with ocean voyage of today; the landing; first winter; their homes; furniture; occupations of mother and daughters; father and sons; school, church, call to church; preparation for the first Thanksgiving; Indian visitors; what they taught the Pilgrims.

Picture Study: Return of the Mayflower by Boughton.

Poem study and memorization:

Mondamin from Hiawatha.

Paragraphs written: How the Pilgrims Made Candles. A Little Pilgrim Boy in Church. Looking for a Landing Place. Thanksgiving Day in Plymouth.

Hiawatha dramatized. Use the corn dance learned earlier as a part of the festivity. See Chubb's Festivals and Plays, pp. 61, 345.

Subject Matter

Projects

VI. Letter Writing:

Technique: heading with rules developed to show *reason* for position; capitalization, punctuation; salutation with *reasons*. Complimentary ending with reasons. Use of ink in letter writing. Abbreviations used in letter writing. Driggs, pp. 66 and 67. P. S., U. S. A., Mont., Co., Dr., M. D., Rev., Mr., Mrs., Capt., months of the year; Indian method of naming the months, Driggs, p. 63. Reason for not using abbreviations in the body of the letter.

Letters written to children in some school in another part of Montana, letters to be sent to superintendent for distribution and supervision of answers. Letters should be about the things children want very much to tell, as the account of the Hiawatha play, games learned at recess, etc.

VII. Christmas:

The first Christmas: story of Joseph and Mary at the inn; adoration of the wise men and the shepherds.

Poem study and memorization:

While Shepherds Watched Their Flocks by Night, Tate, or Christmas, Dodge. Easy Road to Reading Third Reader. Review Christmas poems learned previous years.

Picture study: Madonna of the Chair, Raphael.

Poster: The three wise men on camels following the star. See Christmas post cards, magazine illustrations, etc.

Make Christmas calendars. For suggestions see Driggs' Live Language Lessons, Elementary Book, p. 65.

VIII. Pastoral Stage in Asia:

Guerber's The Story of the Chosen People. Baldwin's Old Story of the East. Bible Stories. Andrew's Seven Little Sisters, Ten Boys. (This should be an outgrowth of the Christmas story.)

Desert scene on the sand table. Hebrew tent, clay models of camels to represent caravan.

The shepherd today and the shepherd of Christ's time; difference in dress and method of living; how sheep were domesticated; how they obtained food; care of the young; domestication of camels; products secured from herds and flocks; change of pasture. Abraham and his people; how they lived; captives in battle used as herdsmen; agriculture practiced at that time; use of wheat, barley, wine, olives; method of harvesting, threshing, cleaning and grinding wheat and barley; clothing and utensils.

Short composition. Imaginary trip to a Hebrew home on the desert after having first *developed* an outline in class. Emphasis placed on organization. New words to be used to be placed on the blackboard by the teacher. Picturesque words studied for use in this composition. See Driggs, p. 5-8, 27-41, etc

Subject Matter

Abraham's religion; belief in one God; early human sacrifices; social customs of the time. Stories of Isaac and Jacob. Story of Joseph in Egypt. The famine and the entrance of the Hebrews in Egypt; birth of Moses; escape from Egypt; wanderings in the wilderness; Mosaic law.

Later Hebrew history; Saul; change from tribal to national form of government; David; psalm of David.

Study 23rd Psalm.

Picture study: The Flight Into Egypt, by Guérin.

IX. February, a patriotic month:

Story of the American flag. Driggs, pp. 90-92. The first flag; Betsy Ross; Betsy Ross' house in Philadelphia today; church which Betsy Ross, Franklin and Washington attended; significance of the colors in the flag and the number of stars and stripes. Why Montana has a law that every school shall have a flag. Flag salute. Flags of England and France.

Poem study: America. Memorize all four stanzas. Teach children to stand when America and Star Spangled Banner are being played or sung. Close school occasionally by one of these patriotic songs. Open school with the flag salute.

Review patriotic poems learned previous years.

Projects

Short composition on some topic in Hebrew history, from an outline developed in class.

Imaginary conversation between Betsy Ross and George Washington. (To teach use of quotation marks and paragraphing in conversations.) Use of the words replied, answered, inquired, asked, suggested, in place of "said," to give variety. Driggs, p. 74.

Subject Matter

Projects

X. Local History:

References: Judson's Montana, the Land of the Shining Mountains. Chandler's The Bird Woman of Lewis and Clark's Expedition. A hundred years ago; nearest Indian tribe; wild beasts and fowls to be found. Story of Lewis and Clark; the preparation for the journey; Lewis and Clark's party; Sackajawea the guide; journey up the river; trace route across Montana; crossing the Bitter Root; route to the coast. Early fur traders; when; how animals were trapped; the first travelers overland from the East; cattle, horses, implements and household goods brought with them; description of the wagon and journey; loneliness of the wilderness; search for a location with good drinking water; building the first houses; breaking the ground; the first crops; how the family lived; their food; arrival of neighbors. First roads; trails made by buffaloes; marking a trail; first wagon roads; first wagons used by Indians and first white men; later four-wheel wagons; stage coach.

Travel by water; making a canoe; dugout; raft; first boats up the Missouri. The first pioneers of the community.

XI. First Signs of Spring:

1. Buds, pussy willows; causes of swelling buds; rings showing yearly growth; age of branch as indicated by number of rings; how to distinguish between a leaf bud and fruit bud. Comstock, pp. 726-816.

2. First spring flowers; use the flower chart with first and second year pupils. Names of all spring flowers found in the community. Comstock, pp. 496-593.

Imaginary conversation between Sackajawea and Lewis and Clark. (Attention to proper use of quotation marks and commas.)

Make an emigrant train on the sand table. Model in clay buffaloes and other wild animals.

Short composition with attention to (1) organization, (2) picturesque words and (3) capitalization and punctuation. One Day on the Plains. My Ride in a Prairie Schooner. A Trip in a Stage Coach. How I Made a Raft.

References: Comstock's Handbook of Nature Study.

Gather pussy willows and other budding branches. Identify them as belonging to trees studied in the fall. Keep in water and watch buds swell. "Guess" which buds will produce leaves and which flowers and mark by colored strings. Put in water till developments show who is right.

Subject Matter

3. First birds: birds that stayed thru the winter; food on which they lived; observe them gathering insects in the spring. Study of blue bird; first appearance; where he spent the winter; what he eats, his song; his nest; how built; where built; mating; number and color of eggs; care of young; first flight; education of young. Comstock, pp. 25-40, 60.

Poem study and memorization:
Origin of the Birds, Brewer,
Easy Road to Reading Third
Reader.

4. Competitive plant raising contests, nasturtium or balsam: preparation of soil; drainage of pots; depth of planting; need of light, air, moisture. Comstock, pp. 620-622. These should be planted in pots brought from home and all planted on a given day. Exhibit of plants last week of school. Give blue, red and white ribbon prizes for three best plants.

5. Transplanting: how to transplant wild flowers or ferns; a wild flower garden at home or at school; best location; care of the garden.

6. Class tree; plant on Arbor Day; best kind of tree for locality; how procured; preparation for planting; care after planting until close of school; plans for summer care.

Story of the Washington Elm.

Poem study and memorization:

The Tree, by Bjornson. Riverside Fourth Reader, p. 145. Review nature poems learned previous years.

Projects

Make blue bird houses together with first and second year pupils. Choose a "class tree," if there are any in or near the school yard for location of best houses made.

Make a map of the district locating all trees containing blue bird nests. Keep a bird diary recording points mentioned as they are observed. Attention to capitalization, punctuation and spelling. Keep this a permanent record.

Make blue bird cover for diary.

Competition in raising a wild flower garden.

Map of locality showing best trees with names.

Plant a class tree.

Write descriptions:

How to Transplant Ferns.

How to Plant a Tree.

How to Grow a Prize Nasturtium.

FOURTH YEAR

Aims

1. *To increase and enrich the vocabulary.*
2. *To organize ideas and thots in order to express them effectively.*
3. *To cultivate taste and appreciation of the best in English.*
4. *To correct most common errors in speech.*

The aims are the same for the fourth year as for the third, the difference being in the subject matter (from history and nature), the size of units in oral and written composition and the greater amount of skill expected in the use of tools of language. In schools of more than four years, in which third and fourth year pupils are combined, less will be expected especially in written work, of the lower division than of the upper. When the fourth year children have a composition to write the third year pupils may write a paragraph.

The technical work may be found in Driggs' Live Language Lessons, Elementary Book, pp. 14-25, 30-53, 54-66, 67-74, 78-81, 92-100. Besides the technical work mentioned in the outline, the following should be included in the work of the year.

1. Capitalization.

Names of the deity, holidays, titles not given in the third year outlines.

2. Punctuation.

- a. Apostrophe in the possessive singular.
- b. Exclamation point.

3. Abbreviations.

A.M., P.M., P.O., R.R., N.E., S.W.

4. Errors of speech.

- a. Correct use of between, among; mad, angry; their, there; in, into; learn, teach.
- b. Correct use of pronouns in nominative and objective cases. It is I. They saw Mary and me. Give the books to John and him.

Oral Composition

In the oral composition work most of the subject matter is drawn from history and nature. Every school must be provided with at least a few reference books mentioned. In some lessons the teacher will tell the story, the children discussing topics and asking questions as she proceeds. In the following lesson the children will reproduce the story. At

other times one or more children prepare their lessons from a reference book assigned and give the story to the class.

The teacher must emphasize organization, perhaps the most important point of third and fourth year work. In organizing their thots, children may make a simple outline and follow that in class. Lessons should be given on **how** to outline these lessons. A simple outline somewhat like the following should be developed:

1. The setting—
 - a. Where and when the story happened.
 - b. A good opening sentence.
 - c. Short but vivid word picture of the setting.
2. Characters—only those necessary to the story.
3. What happened or description of a process.
4. Ending—most important point left until last.

Children should always stand when discussing a topic. **Polite** interruptions should be encouraged. Children should be trained to question each other and to be **constructively** critical of each other's organization, choice of words, and grammatical errors. Discourage "Teacher, he said——," but encourage "Wouldn't it have been clearer if he had told the people of the story first?" Teach children to address each other rather than to speak thru the teacher as the interpreter. Such questions from pupils should often be heard, as "John, what is the difference between the Norse and Teutonic gods?" or "Wouldn't the story be improved, Mary, if you used conversation?"

Use of Dictionary

In the fourth year children should be given systematic teaching in the use of the dictionary. Many eighth year or even high school pupils do not know the resources of the dictionary and do not use it habitually and intelligently. Systematic teaching may follow an order somewhat like the following:

1. Arrange words from short paragraphs in alphabetical order with reference to the first two letters; first three.
2. Speed contests in finding certain words, no attention being given to definitions. Children should be trained to look for guide words at the top of the page.

3. Look up lists of words for pronunciation, emphasis being put on (a) accent marks, (b) diacritical markings of letters. List of words often mispronounced as given in the spelling outline, is an excellent one to use for this drill. The key to the diacritical marks in the front part of the dictionary should be studied.

4. Training in finding meaning of words. Take words from a paragraph in reading. Children read the definitions and determine which fits best the setting of the word in the sentence. This is splendid training in judgment. Children should never be allowed to get a dictionary meaning without considering the setting of the word in the sentence.

5. Training in finding meaning of plural nouns and verbs in the past tense, when only singular nouns and the present tense, of verbs are given in the dictionary.

6. Other resources of the dictionary as geographical names, biographical names, names in fiction, origin of names of people.

Subject Matter

I. Vacation Experiences:

Fourth of July; visit to a circus; community picnic; other events that stand out as red letter days to the children. Driggs, *Live Language Lessons, Elementary Book*, pp. 1-8. How vacation good times can be continued during the year; plans for recess games; how the school can get a volley ball; tennis net, balls, and rackets; croquet set; other game equipment. Plans for an inter-school or community field meet. Events, 50 yard dash, potato race, standing high jump, quoits, etc., suitable for a fall field meet. See Curtis' "Play and Recreation," Chaps. VI, VIII, and "Plays and Games Number," a bulletin from Emporia, Kansas, Normal School.

In the above discussion emphasis should be put on (1) spontaneity and (2) organization of ideas. As children *discuss fully* one topic, the teacher should outline the topic while they proceed, as

Projects

Write a paragraph about a vacation experience: A Clown's Antics at the Circus. A New Game Learned in Vacation. My Experience at a Picnic.

Illustrate vacation scenes.

Well arranged program for a simple field meet.

Attention should be given to margins, indentations, capitalization, and punctuation. Write a paragraph or two of explanation as to starting plan for events, time keeper, signals, etc. If the field meet is actually to materialize, these programs may be sent to a county paper, thereby furnishing further motive for the work.

Correction of paragraphs written after a class correction period. Emphasis on variety by trying alternative expressions.

Subject Matter

How to Play Volley Ball

Size of court.

Apparatus needed.

Substitute for net.

Position and number of players.

How the ball is served.

How to count points.

Picturesque words. List on blackboard best words used by pupils in oral and written descriptions. Work for competition in new and picturesque words. Driggs, pp. 27, 41, 70-71, etc.

Description of familiar games, names not given. Children guess the games from description given. This is for the sake of clearness. See Driggs, p. 81.

II. What the Greeks Taught the World About Games:

Mace and Tanner's Old Europe and Young America; pictures, pp. 24-49, text, 44-45; training of Greek boy in wrestling; discus throwing; racing, etc.; cleanliness of body, words and deeds required of contestants; Olympic games; how the Greeks prized strong, well shaped bodies; time spent in Greek school in training boys to be strong and graceful.

Picture study: Greek statue—The Discus Thrower, or Winged Victory. (Winged Victory found buried on the Island of Samothrace, supposed to have been on prow of Greek ship. Note wings and draperies to show movement of the ship.)

Greek love of the beautiful; what they taught the world about beautiful statuary and architecture. The Parthenon in Athens. Use the map and globe in locating Greece and Athens.

Imaginary story of a Greek boy; story started by the teacher and continued by the children. Driggs, p. 82. Emphasis on good organization and choice of words.

Projects

(In schools using the alternation plan, the third year pupils may be asked to write sentences instead of paragraphs.)

Written descriptions of familiar games, the children exchanging papers and guessing names of each other's games. Children also give constructive criticisms of papers in class.

Make wreaths at recess to crown the victors of games played, according to old Greek custom.

Write a short imaginary story of one of the statues studied. The story may be started in class, written on the blackboard and completed for seat work. The *spirit* of Greek life as indicated in the statue, should be brought out in the opening sentence. For example, if The Discus Thrower is chosen, an appropriate opening sentence would be, "All was bustle and excitement in Athens on the morning set for the games."

Subject Matter

III. Study poem and memorize:

October's Bright Blue Weather, Jackson. Review fall poems learned previous years. Story of Ceres or The Pomegranite Seed for reproduction.

IV. Plants for Indoor Window Boxes and Pots:

Plant-raising contest to last thru the winter to see who can raise the finest pot or window box of geraniums, ferns or other plants. These should be taken home before the cold weather. Study of soils for plants; samples compared as to texture; retention of moisture, germination; provision for drainage. Choice of window for growing plants. Transplanting, care, sun, air, water, loosened soil, protection from cold. Comstock's Handbook of Nature Study, pp. 842-849.

V. Getting Ready for Hallowe'en:

Driggs, pp. 31-42. Origin of Hallowe'en; ancient superstitions; the pumpkin on Hallowe'en. Poem study and memorization:

The Pumpkin, Whittier. Driggs, p. 31.

Hallowe'en rhymes. Study of a play; how to write one; choosing a subject; dividing the story into acts; the setting; the characters; how to indicate the setting and movement of the actors; how to indicate the speaker; reason for not using quotation marks, as in reports of conversation.

VI. Language Games:

To fix the correct use of verbs. See games given in third year outline. Driggs, pp. 41-42.

VII. Christmas:

Study poem and memorize: O Little Town of Bethlehem, or A Visit from St. Nicholas. Review Christmas poems learned previous years. Story telling: one of the Christmas stories from Dickens or Henry Van Dyke's "The First Christmas" from "The Blue Flower."

Projects

Write one or more stanzas of poem from memory, observing rules of punctuation and capitalization.

Illustrate one stanza of October's Bright Blue Weather.

Make window boxes from old lumber or cut down dry goods boxes to the proper size. Paint green or brown.

Make a cylindrical cover of construction paper for tin can or other unattractive receptacle used for plants.

Written description: How I Transplanted My Geranium.

Hallowe'en poster. See teachers' journals for October and books on industrial arts given in the bibliography.

Complete rhymes started by the teacher. Make original rhymes of two and four lines. Driggs, p. 35-37.

Write a play to be acted for Thanksgiving. Follow suggestions given in Driggs, pp. 38-40.

Christmas gifts: Girls make iron holders of flannel coarsely button-ho'ed around the edge. Boys make napkin rings of raffia.

Subject Matter

Review how to write a play. Outline, setting, acts, etc., for a Christmas play. Christmas couplets to be used with Christmas gifts. Driggs, p. 61.

VIII. Greek Myths and Legends:

Games and races given for the gods. Mt. Olympus, the home of the gods; belief of the Greeks that all things in Nature were controlled by gods; Zeus, Apollo, Aphrodite, Hermes, Pan. See Harding's Greek Gods, Heroes and Men; Hyde's Favorite Greek Myths; Judd's Classic Myths; Andrew's Ten Boys. These stories may be told to the children by the teacher, or read by one or more children and told to the class. The second day they may be reproduced from a blackboard outline. The teacher should have very high standards in story telling and realize the importance of sequence of thought, but this should in no way check spontaneity. Questions should be directed by children to each other.

Poem study: Dance of the Nymphs, Corot. Story of peasants who used to go out in the fields to work in the early morning, how they found Pan playing for the nymphs; story of the peasants painted by Corot.

IX. Lincoln:

Boyhood, honesty, kindness to animals and to the poor. Picture of Lincoln studying by the open fire. Review patriotic poems learned previous years.

Poem study and memorization:

The First Snowfall, Lowell. Driggs, p. 75.

Projects

Short play founded on some Christmas story. Children act the play later at their Christmas program. Dickens' Christmas at the Cratchits' lends itself well to dramatization.

Children make outline of stories (1) in class and (2) at their seats. These to be used later for oral and written reproduction.

Write the story of one of the Greek gods or goddesses studied.

Get for the school room if possible a Greek statue of Hermes, The Discus Thrower or Winged Victory. (See catalog of P. P. Caproni and Co., Boston.) Older boys make a bracket or shelf for the statue.

Write a short story of Dance of the Nymphs.

Subject Matter

Projects

X. Letter Writing:

Driggs, pp. 56, 60. Why we place the heading on a certain part of the paper; number of lines in heading and reason; reason for each mark of punctuation; study of abbreviations commonly used in letter writing; salutations and reasons for placing punctuation, capitalization; complimentary ending; address of envelope. Class correction of letters written (1) for the thot and the way it is expressed and (2) for the technique. The latter should be made perfect in the second draft.

Friendly letters to absent classmates or county superintendent. To write a good letter children must have something to say. Decide on what school or neighborhood events or what story told in language children would like to write about. Let children choose different subjects.

Fold letters and address envelopes.

XI. Norse and Teutonic Myths:

Mace and Tanner's *The Story of Old Europe and Young America*, p. 138, and Harding's *The Story of Europe*, pp. 120-121. Stories of the days of the week. Driggs, p. 67. Story of the Viking ships and bravery of Vikings; Leif Ericsson, the first discoverer of America; Norse ruins in Greenland; probable discovery of the coast of New England.

Create a fable or myth in imitation of those told in class.

Paragraphs with punctuation omitted, written by the teacher on the blackboard. Pupils copy and fill in proper punctuation.

XII. The Home Garden:

Best location, soil, and arrangement considered in relation to plants to be raised. Seed germination. Plants that can be transplanted started indoors; depth of planting, moisture; air, cultivation. Use of glass in forcing plants. Native pests of plants selected and how to destroy them. Biting and sucking insects. Comstock's *Handbook of Nature Study and Life*, Chaps. IV, XII, XIII. Summer care of gardens.

Write a business letter, requesting a seed catalog for school room use. Study difference in form of heading and closing from that of friendly letters. Study conciseness in business letters; how to word a request.

Draw to a scale the home garden. Show points of compass, paths, rows of vegetables or flowers. (See Arithmetic outline.)

Poem study and memorization:

Evening on the Farm, Trowbridge, from *Poems Every Child Should Know* and *Farm Life Readers*, or *Waiting to Grow*, French, *Natural Method Third Reader*.

Picture study: At the Watering Trough, by Bouveret.

Subject Matter

Projects

XIII. Arbor Day:

What can be done to improve the school grounds; home grounds; vines as a screen for porch and out buildings; hardiest kind of vines; vines for fences and walls; comparison of habits of growing with those of tree or shrub; twining stems, tendrils, roots; needed support; how to transplant.

XIV. Study of the Apple:

(Comstock, pp. 347-352, 781-789.) Swelling of buds on apple tree; leaf and fruit buds; the blossom, fertilization; growth of seed box; reason for spraying trees as petals begin to drop. (Coddling moth forms in bud of young apple); first sign of fruit formed from blossom. Study of apple lengthwise and crosswise sections; trace parts of flower in core of apple; skin; pulp; seeds; variety of apples found in the district. Orchard enemies and how to destroy them; orchard helpers; birds which help to destroy orchard insects. Bulletins from the Dept. of Agriculture "Some Common Birds in Their Relation to Man," and "The Food of Nestling Birds." Poem study and memorization:

Apple Blossoms, Driggs, p. 111.

Review spring and nature poems learned previous years.

Plant a class vine at school to screen some unsightly place or to provide shade for sunny windows. Plan for home and community planting.

Collection of budding branches from apple trees.

Write business letters to the Department of Agriculture, Washington, D. C., requesting the bulletins "Some Common Birds in Their Relation to Man," and "The Food of Nestling Birds."

Apple booklet—life history from blossom to fruit; illustrated. Sketch parts of a flower, flower as a whole with different leaves; petals, seed box, cross section of seed box. Sketch lengthwise and cross sections of an apple.

Draw in crayola and white chalk an orchard scene.

FIFTH YEAR

Aims

1. *To stimulate thought by drawing the language material from (a) the child's experience and from (b) the richest parts of all school subjects so that the child will have something to express.*
2. *To clarify thinking thru (a) good organization of the child's thoughts and thru (b) a rich vocabulary with which to express those thoughts.*
3. *To create in the child a critical attitude toward his own English and technique of language in oral and written expression.*

References for the Teacher

Briggs and McKinney, *A First Book in Composition*.
Barnes, *English in Country Schools*.

Alternation and Combination of Work

Text Books. Driggs, *Live Language Lessons*. For schools which do not use combination and alteration of classes (schools of four years or less.) Elementary Book, Part II, will be taken for fifth year work and Advanced Book, Part I, for sixth year. For a school of five or more years the following will be the plan:

Fifth and sixth years, Advanced Book, Part I. Odd years (1919-20, 1921-22.)

Fifth and sixth years, Elementary Book, Part II. Even years (1920-21, 1922-23.)

Oral and Written Composition

More emphasis should be placed on oral than on written composition.

Subject matter suggested:

1. Reproductions.
2. Original fables.
3. Animal stories.
4. Anecdotes.
5. Original endings to stories started by the teacher.
6. Descriptions of people at work.
7. Historical tales.
8. Biographies.
9. Explanation of how to do things. (Logical order of detail studied in this connection.)
10. Stories of occupations.
11. Reports of conversations.
12. Maxims.
13. Explanations of how to play a game.

In order that the technique of oral and written composition may be improved, much stress should be laid on the growth of the vocabulary and the choice of words. Every possible device should be employed to stimulate the use of new words. The correct use of verb forms should be studied in connection with composition work.

Paragraphing

Study the simple technique of paragraphing in connection with composition work:

1. How to know when a paragraph begins.
2. Indentation of paragraphs.
3. How to know when a paragraph ends.

Formal Informal Notes

Notes and letters of invitation, acceptance and regret.

Form of friendly letters. Real letters that are to be sent should be written to furnish a motive for the work. To encourage originality write "make believe" letters of animals to each other, an Eskimo boy to his cousin, etc.

Dictation

Aim for accuracy, good arrangement of papers, neatness, correct spelling, capitalization and punctuation. Simple stories, poems or sentences should be chosen. Only short sentences or phrases should be dictated at one time and children should be trained to write all that is dictated without asking for a repetition.

Dictionary Study

Continue from fourth year work. Even more attention should be given this year to:

1. The study of the choice of definitions.
2. Finding meaning of plural nouns and verbs in the past tense when only singular nouns and the present tense of verbs are given in the dictionary.
3. Practice in determining pronunciation thru a study of diacritical markings.

Memorization

See page 90 for order of study, also Briggs and Coffman's Reading in Public Schools, Chap. XIII and pp. 214-222. The following poems are recommended.

Key, The Star Spangled Banner.
Riley, The Name of Old Glory.
Anonymous, We Thank Thee (Driggs, p. 152.)
Longfellow, The Village Blacksmith.
Longfellow, The Children's Hour.
Hogg, A Boy's Song.

Picture Study

See page 90 for suggestive outline. The following pictures are recommended.

Ruysdael, The Mill.
Reni, Aurora.
Hoffman, Christ in the Temple.
Raphael, Sistine Madonna.
Herring, The Village Blacksmith.

Articulation Drills

Many applicants for officers' training camps were rejected because they could not speak clearly and distinctly. The officers in charge blamed the public schools for the "slouchy" articulation. If any marked changes are to be made, definite training in clear and distinct speaking must be given early. Special attention should be given to consonants and to sentences containing such phrases as, Don't you. At least weekly drills should be given in "word carving" exercises, the final consonants and the separate syllables being exaggerated.

Grammar Forms

1. Sentence sense cultivated.
How to tell a sentence from a clause should be studied without going into the technical study of subject and predicate.
2. Quotations undivided.
Use in compositions to give variety.
3. Contractions.
I'll, she's, etc.
4. Homonyms.
5. Synonyms.
6. Word forms.
 - a. There is. Here is.
There are. Here are.
 - b. Correct use of cute, well, good, fine, great, queer, awful, funny, etc.
7. Capitalization.
 - (a) Names of peoples.
 - (b) Principal words in titles.

8. Use of commas.

- (a) To mark off terms of address.
- (b) To separate words used in a series.
- (c) A word in apposition.

9. Use of *a* and *an*.

10. Verb forms and the application of their use.

lie	sit	rise	buy
lay	set	raise	fly
go	blow	know	shake
do	throw	shoe	take
come	grow	ride	break
steal	choose	write	eat
give	see	bite	fall

SIXTH YEAR

Aims

1. *To stimulate thought by drawing the language material from (a) the child's experience and from (b) the richest parts of all school subjects so that the child will have something to express.*
2. *To clarify thinking through (a) good organization of the child's thoughts and through (b) a rich vocabulary with which to express those thoughts.*
3. *To create in the child a critical attitude toward his own English and technique of language in oral and written expression.*

References for the Teacher

Briggs and McKinney, *A First Book in Composition*. Ginn & Co.
Barnes, *English in Country Schools*.

Alternation and Combination of Work

Text Books. Driggs, *Live Language Lessons*. For schools which do not use combination and alternation of classes (schools of four years or less), *Elementary Book, Part II*, will be taken for fifth year work and *Advanced Book, Part I*, for sixth year. For a school of five or more years the following will be the plan:

Fifth and Sixth Years, *Advanced Book, Part I*. Odd years (1919-20, 1921-22.)

Fifth and Sixth Years, *Elementary Book, Part II*. Even years, 1920-21, 1922-23.)

A careful study of the sections mentioned in Driggs' will show that practically the same subjects are taken up both years, the greatest difference being in the difficulty of the subject. More, or course, should be expected of sixth year pupils but the kind of work does not differ enough in the adopted textbook to cause any confusion.

Oral and Written Composition

In the fifth year children are expected to organize ideas into paragraphs by finding ideas that belong together. This is the beginning of conscious organization. In the sixth year children should not only continue their work in paragraphing but speak and write from outlines made by the teacher. They must be taught how to follow an outline without being mechanical. Children are prone to use as their topic sentence the exact words of an outline. For example, if the first topic of an outline on Home Gardens is, "Why I should have a garden," the tendency of children will be to use as an opening sentence, "Why I should have

a garden is because.....etc.” Before a habit is established teachers should anticipate this difficulty and train children when following an outline to use good opening sentences. A brisk beginning always arouses the attention and interest of an audience or reader.

Choosing titles should receive consideration. A study and constructive criticism of newspaper and magazine titles will be helpful. “Caught in a Summer Shower” would stimulate more original thinking than the topic, “The Rain Storm.”

1. Tendencies to be avoided.

- a. The “and” habit.
- b. Double negatives, such as,
I didn’t never.
They hadn’t hardly started.
He couldn’t but feel.
She never knew but one by that name.
You haven’t no right.
- c. Halting expressions as,
Well-er, Why-a, ur, and so, etc.
- d. Needless words,
Mary she, this here, have got, etc.

2. Training in the use of the following in oral and written compositions is important:

- a. Conversation.
- b. Well chosen descriptive words.
 - (1) Practice in finding words that describe odors—in kitchen at noon, outside a baker’s shop, in a hay field.
 - (2) Practice in finding words that describe sounds—night hawk, rattlesnake, a storm in a pine grove, a newsboy’s call.
 - (3) Practice in finding words that describe color—mountain view during a chinook, harvesting scene, a trout, a baby.
 - (4) Practice in finding words that describe texture—cobweb, a woman’s garment, bread, frog pond, a vegetable, pussy willows.
- c. Words that indicate movement to give life to a story.
Practice in finding words (verbs) that show movement of different animals, the wind, a crowd on election day, a baseball player, waves, an army marching, etc.

3. Subject matter suggested:

- a. Reproduction.
- b. Biographies.

- c. Current events.
- d. Anecdotes.
- e. Short debates.
- f. Newspaper cartoons.
- g. Explanation of how to do things.
- h. Description of a process in manufacturing.
- i. An accident.

4. Scientific Testing of Efficiency in Composition, Harvard Newton Scale or Hillegas Scale.

Composition work has heretofore been one of the most intangible subjects to measure. The progress from grade to grade has not been marked as it should have been most teachers have known. Thru the scientific tests mentioned above it is now possible to test the efficiency of composition work. If directions for tabulating are carefully studied, it is possible to diagnose the difficulties of children so that remedies may be applied and greater progress made. (See bibliography).

5. Outlines for Story Telling and Writing.

Let pupils draw on the blackboard outlines of stories to be written or told, indicating topics and sub-topics. Care must be taken in keeping of equal importance all topics of similar rank in the outline. It is splendid practice to have children talk from such outlines, taking time for careful advance preparation.

The following outline from Briggs and McKinney's First Book of Composition serves as an illustration.

A.		1.
I.		1.
II.		2.
a.	or	1.
b.		2.
1.		1.
2.		2.
B.		2.

Poem Study

The Barefoot Boy—Whittier. Driggs, Advanced Book, p. 1.

The Brook—Tennyson. Driggs, Advanced Book, p. 19.

or

The Sea—Cornwall. Driggs, Advanced Book, p. 20.

The Circus-Day Parade—Riley. Driggs, Advanced Book, p. 27.
(In part.)

Independence Bell—Anon. Driggs, Advanced Book, p. 81. (In part.)

In School Days—Whittier. Driggs, Advanced Book, p. 91.

Review of poems learned previous years.

Picture Study

See page 90 for suggestive outline.

The following pictures are recommended for study:

Watts, Sir Galahad.

De Vinci, The Last Supper.

St. Gaudens (sculptor), Abraham Lincoln.

Corot, Spring.

Letter Writing

Business letters should be collected for a comparative study of different forms used for heading, address, salutation, closing, margins, acknowledgment of a letter received, reference to earlier correspondence, etc. Letter writing should always be motivated by writing real letters for information, invitations to school entertainments, ordering bulletins and seed catalogs for use in school, etc.

Grammar Forms

1. Sentence Study.
 - a. Declarative, interrogative and exclamatory sentences.
 - b. Subject and predicate.
 - c. Comparison of sentences and clauses to cultivate sentence sense.
2. Formation of Plurals.
 - a. Plurals of nouns.
 - b. Plurals of verbs.

Much practice in constructing sentences to show agreement in number of subject and predicate.
3. Possessives.
4. Direct Quotations.
 - a. Review undivided quotations.
 - b. Develop divided quotations.
 - c. Apply the study of quotations in writing anecdotes, reports of telephone conversations, etc.
3. Capitalization to begin:
 - a. Every sentence.
 - b. Direct quotations—if in sentence form.
 - c. All names of God and the Bible.
 - d. Names of days and months.
 - e. Names of persons and places.
 - f. Special names given to things such as Lusitania, Washington, Declaration of Independence, etc.
 - g. The important words in headings and titles
 - h. O and I when used as words.
 - i. Lines of poetry.
4. Punctuation.
 - a. Review work given on p.
 - b. Interrogation point.

- c. Exclamation point.
- d. Hyphen.
- e. Apostrophe.

5. Parts of Speech.

From the first the children should be made to see how a knowledge of the parts of speech will help them in correct speaking and writing. As a part of speech is developed the practical application should be stressed.

- a. How Parts of Speech Function.

(Taken from the Baltimore County Course of Study.)

Noun:

- 1. For more accurate capitalization.
- 2. For correct plural forms in both written and oral work.

Pronoun:

- 1. For less clumsy construction.
- 2. For correct number form.
- 3. For correct gender.
- 4. For agreement with antecedent.

Verb:

- a. For correct time.
- b. For agreement with subject.
- c. For use of correct verb form.

Adjective:

- a. For enrichment of language.
- b. For better construction and arrangement.
- c. For correct comparison.

Adverb:

- a. For better construction and arrangement.
- b. For use as a verb modifier.
- c. For correct comparison.

Preposition:

- a. For better construction and close relationship of the modifying elements in the sentence.

Conjunction:

- a. For richer and more varied construction.
- b. Review verbs learned in Grade V.
- c. New Parts of Speech—all but interjection for which we have little use.

To be taught as an outgrowth of composition work and in an untechnical way. Recognition and use important, definitions secondary.

SEVENTH YEAR

Aims

1. *To develop in children a conscious use of good English thru a knowledge of the simpler grammatical forms.*
2. *To develop the ability to speak clearly and fluently.*
3. *To strengthen and increase taste for the best in literature so that it will be a permanent attitude after children leave school.*

Technical Grammar

From recent investigations in many parts of the United States it has been found that the errors in speech common to most elementary school children are definitely related to a comparatively few rules of grammar. For years we have been suspicious that most of the technical grammar did not function in the lives of children, but only recently have we had a scientific basis for our judgment. Basing our grammar curriculum on the studies of Professor Charters and others, we feel justified in omitting from all language and grammar teaching the following terms, rules and definitions given in the Driggs Live Language Lessons, Advanced Book.

NOUNS

Case (except Genitive or Possessive, pp. 283-287.)

Genitive of connection, pp. 284, 384.

PRONOUN

Indefinite, p. 304; Demonstrative, p. 305.

ADJECTIVES

Articles, pp. 336, 345; Adherent, 338, 339; Appositive, 338.

Pronominal, Demonstrative, Indefinite, p. 337.

VERBS

Predicative and Non-predicative, pp. 239, 242, 315.

Mood, Indicative and Imperative, p. 409.

ADVERBS

All classifications (pp. 348-350) except negatives.

CONJUNCTIONS

Coordinating and subordinating, p. 359.

Correlatives, pp. 361, 362.

"Of" Phrase. (p. 287.) Nouns and pronouns in apposition (pp. 284, 299); nominative absolute (p. 283); adjunct accusative (p. 283); predicative, descriptive and determinative clauses (pp. 309-312); adverbial accusative (p. 352); gerund (pp. 323-325.)

There is a demand all over the country that grammar be taught not as an isolated subject separated from oral and written language, but as inductive and applied grammar, and that it be closely related to the common errors in speech

in order to eliminate them. The adopted textbook order will not be followed, as most of the grammar in the text is entirely separated from the language. The following outline places the grammatical study in close relation to story telling and other phases of oral composition.

It will be necessary to give a great deal of drill after each subject; at least twice as much as is given in the textbook, if the grammatical principles are to be fixed in the minds of the children.

Poems

All poems should be studied as an outgrowth of history, nature study and special day celebrations. The following are suggested for memorization, either as a whole or in part:

Thaxter, The Sandpiper.
Hemans, The Landing of the Pilgrim Fathers.
Whittier, The Frost Spirit.
Bennett, The Flag Goes By.
Wordsworth, The Daffodils.

Diaries

Children should have some experience in their language work in writing diaries. The poverty of experience that children seem to have, as indicated by some diaries that have been written is pathetic. This is illustrated by one boy's diary which read "Milked my cow and went to school. Rained," "Pleasant. Milked my cow and went to school." "Cold. Went to school and milked my cow," and so on thru the month until monotony made him give up with disgust at the keeping of a diary. The daily contact with a hundred things in nature, keen observation of weather conditions, boys' and girls' club work, social activities of the community, and the variety of events in every school day should supply a wealth of material for any child. The model given in Driggs, pp. 173-175, should be helpful.

It would be well to have class practice in writing diaries and then require a "line a day" in a special note book for that purpose. These should be taken up in class about once a week or fortnight for class and self criticism.

Picture Study

See page 90 for suggestive outline.

The following pictures are recommended:

Innes, The Coming Storm.
Le Page, Joan of Arc.

Shreyer, Algerian Horseman.
 Rembrandt, The Night Watch.
 Adan, The Close of Day.

Debates

At least once a month there should be a school debate on a live community, geography, history, hygiene, recreation or current news topic. The following are suggested:

- Resolved: That school gardens are needed in addition to our home gardens.
- Resolved: That the city should open a public play ground.
- Resolved: That poultry clubs would be more profitable in our school than potato clubs.
- Resolved: That a home economics department should be established in our school.
- Resolved: That the custom of giving Christmas presents should be abolished during the war.
- Resolved: That.....is destined to become the largest city in Montana.

Children should have a choice of subjects for debate. Assignments should not be arbitrary and dogmatic, but should be cooperative with the child by the time the seventh year is reached. This is particularly true in planning a debate. Children must want to debate on something before they can joyously make a study of points of attack, formulate material, and put up their arguments. Early in the seventh year there should be class study of how to prepare and conduct a debate somewhat as follows:

Choosing and wording the subject.
 Choosing sides.

Sources of material	}	a. Previous knowledge.
		b. People.
		c. Books.

How to divide the work.
 How to bring out arguments.
 Use of questions.
 How to plan the rebuttal.
 Order of speakers.
 How to judge a debate.
 How to take a (1) defeat or (2) victory.

Correspondence Clubs

The best motive for friendly letters is correspondence with children of the same age in other parts of the country or world. It would be well for superintendents to designate a particular country each year. Once a month seventh year pupils could send to the office their best letters to foreign children and those should be forwarded by the superinten-

dent to a responsible school official in some other part of the world with a request that these letters be distributed to children of corresponding ages and answers written. Many schools have created the greatest enthusiasm for letter writing (and incidentally geography, history, and other subjects) by correspondence with English speaking children in other parts of the world or in countries where English is universally taught in schools as Philippines, Porto Rico and Japan. Such correspondence should at all times be supervised. Letters should never be sent by individual pupils to individual pupils in other parts of the world. They should always be sent thru teachers or superintendents.

Writing Plays

This work was begun on a small scale in the earlier years and should be continued in the seventh year. No attempt should be made to write a play until children are thoroly saturated with some story, event in history or poem which is full of dramatic possibilities. The following should be worked out in planning the play:

- Acts or scenes, number needed.
- Setting for each act or scene.
- Necessary characters.
- A good introduction.
- A fitting close for each act.
- Climax.

When writing a play children must get the spirit of the time and the characters. A constant question should be, "How would you have spoken if you had been in such a place?" or, "How would that have been said by a man in those days?"

Historical plays should be written as an outgrowth of biographical study, the aim of children being to present the play so that the audience will get the impression and feel the thrill as they did when they studied the life of some great explorer, inventor or other hero. It may be children wish the audience to hate the greed of Pizarro, the treachery of Benedict Arnold or the selfish ambition of the Kaiser. Which ever type of person they wish to portray, they must write and act the play so that others will feel the admiration, pity or contempt that they themselves have felt. The more children read in preparation, the more nearly will the

play represent the truth. They should become familiar with the country in which the scene is laid, the occupations, amusements, home life, clothes and food of the people.

In planning the historical play, determine the principal events to be portrayed in two or three acts; how a lapse of days, months or years may be indicated; what details will help to make the time and place seem real; and how the acts may be so arranged as to lead up to a climax. Always outline the act before writing it in dialogue form. (See Speaking and Writing, Book Three, by Maxwell, Johnston and Barnum).

Of course the plays should be acted later as a part of a special day or Friday afternoon program. The presentation of the play to an audience furnishes the motive for writing it. See Driggs' Live Language Lessons, pp. 54-61.

Technical Grammar

In the following outline the technical grammar is an outgrowth of oral and written language work. If grammar is not taught inductively it will be meaningless to children. Teachers will be expected to follow this outline instead of the order in the textbook and to omit the useless terms as given on page 135 of this bulletin. The numbers in the following outline refer to pages in Driggs' Live Language Lessons, Advanced Book.

I. Oral Composition

Kind of stories to tell, 99-101, 140-145.

How to tell a story, 146-162.

- a. Introduction, 148.
- b. Story movement, 149-154.
- c. Choice of words, 152-155.
- d. Sentence variety, 199-201.
- e. Sentence conciseness, 202-205.
- f. Use of conversation, 14-15, 156, 157.
- g. Kind of sentences to use, 186-193, 222-225, 267-271.
 Subject and Predicate, 236 ff.
 Compound subject and predicate, 194, 195.
 Phrases and clauses, 226-228.
 Kind of subject substantives, 239, 240.
- h. Sentence clearness, 160-161, 206, 211.
 Aided by
 1. Sentence feeling.
 2. Agreement of pronoun and antecedent, 291-294.

Study of pronouns.

Kinds of pronouns, 85-86, 301-304, 307-309.

Declension of personal pronouns, 294-295.

Care in use of possessive pronouns, 296, 297.

Case of pronoun as predicate nominative, 298-300, 386, 397.

Case of pronoun as compound indirect and direct object. Examples: Give John and me the apples. She saw Mary and him at the fair.

Case of pronoun as compound object of a preposition. Example: The flowers were divided between him and her.

Case of interrogative pronoun, 303, 304.

Case of relative pronoun, 307-309, 385-387.

Relative pronoun in relation to antecedent, 359-365.

Review of case of pronouns, 386, 387.

More practice in story telling and other forms of oral composition, observing the above rules developed in class.

Verbs.

Choice of verbs in story telling, 157.

Verb phrases, 242.

Linking verbs, 244-246.

Complete verbs, 243-244, 246-248.

Number of verb following an expletive, 247-248.

Transitive and intransitive verbs, 251-253, 319, 320.

Emphasis on lie, lay; sit, sat; rise, raise.

Verbs classified.

Participle, 302-323.

Its relation to both verb and adjective.

Infinitive, 325-326.

(The only need we have for this topic is for the rule against split infinitive—"to roughly sketch"—but in order not to violate the rule children must first learn to recognize the infinitive.)

How the participles and infinitives help sentence conciseness, 327-328.

Agreement of verb with subject in number, 380-382.

Especially

1. When subject is compound.
2. When subject is separated from the verb by a phrase or clause; as, "The boys, who were sons of Mr. Green, *were* chosen."
3. When verb is a contraction; as, "She doesn't."
4. When the sentence is out of its natural order.

Tense, 391-394.

Especially of do, see, come, go, run, ring, sing, drink, give, write, eat, climb, drag.

Future tense of shall and will, 398-404.

Present and perfect infinitives, 395-396.

Mood, 410-412.

Subjunctive only.

Principal parts of verbs, 404-406.

Regular and irregular verbs, 405.

Punctuation

See Driggs' Live Language Lessons, Advanced Book,
pp. 216-220.

EIGHTH YEAR

Aims

1. *To develop in children a conscious use of good English through a knowledge of the simpler grammatical forms.*
2. *To develop the ability to speak clearly and fluently.*
3. *To strengthen and increase taste for the best in literature so that it will be a permanent attitude after children leave school.*

Technical Grammar

From recent investigations in many parts of the United States it has been found that the errors in speech common to most elementary school children are definitely related to a comparatively few rules of grammar. For years we have been suspicious that most of the technical grammar did not function in the lives of children, but only recently have we had a scientific basis for our judgment. Basing our grammar curriculum on the studies of Professor Charters and others, we feel justified in omitting from all language and grammar teaching the following terms, rules and definitions given in the Driggs' Live Language Lessons, Advanced Book.

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Indefinite, p. 304; Demonstrative, p. 305.

ADJECTIVES

Articles, pp. 336, 345; Adherent, 338, 339; Appositive, 338.

Pronominal, Demonstrative, Indefinite, p. 337.

VERBS

Predicative and Non-Predicative, pp. 239, 242, 315.

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CONJUNCTIONS

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Correlatives, pp. 361, 362.

"Of" Phrase. (p. 287.) Nouns and pronouns in apposition (pp. 284-299); nominative absolute (p. 283); adjunct accusative (p. 283); predicative, descriptive and determinative clauses (pp. 309-312); adverbial accusative (p. 352); gerund (pp. 323-325.)

There is a demand all over the country that grammar be taught not as an isolated subject separated from oral and written language, but as inductive and applied grammar, and that it be closely related to the common errors in speech in

order to eliminate them. The adopted textbook order will not be followed, as most of the grammar in the text is entirely separated from the language. The following outline places the grammatical study in close relation to story telling and other phases of oral composition.

It will be necessary to give a great deal of drill after each subject; at least twice as much as is given in the textbook, if the grammatical principles are to be fixed in the minds of the children.

Poems

All poems should be studied as an outgrowth of history, nature study and special day celebrations. The following are suggested for memorization, either as a whole or in part:

Longfellow, Paul Revere's Ride.
Longfellow, Selections from Evangeline.
Tennyson, The Bugle Song.
Whittier, Selections from Snow Bound.
Whitman, O! Captain, My Captain.
Scott, Love of Country.

Picture Study

See page 90 for suggestive outline. The following pictures are recommended:

Turner, The Fighting Temeraire.
Adan, The Hay Makers.
One of Russell's Indian pictures.
Westminster Abbey.
Sargent, Frieze of the Prophets.

Organizing a School Club

Reference: Roberts, Rules of Order.

Boys' and Girls' potato, baby beef, poultry, canning and garden clubs may be formally organized and conducted as a part of the language work. How to draw up a constitution, how to preside at a meeting, how to take secretary's minutes, and how to elect officers are among the most practical language subjects for the boys and girls who are to be the future community workers. Where else can they learn this, if not in school? See Civics course of study for constitution and by-laws.

Debates

At least once a month there should be a class debate on a live current news, community, geography, history, hygiene or recreation topic. The following are suggested:

- Resolved: That the English people have never been at war with the United States.
- Resolved: That the government should control the railroads after the war.
- Resolved: That there should be a national department of education with the secretary as a member of the President's Cabinet.
- Resolved: That better roads would be an economy.
- Resolved: That it would be better to enlarge the old school house rather than build a new one.

Note Books

Study the arrangement of notes for agriculture and history note books, outline of topics, outline of subject matter, illustrating notes, indexing, appropriate cover designs.

Children should have had for several years systematic training in organizing ideas and thots. During the first half of the eighth year they should have an opportunity to apply this knowledge in note book work. Continue this work giving special emphasis to arrangement of pages and the relation of main and subordinate topics. (See Sixth Year Outline for form of outline, page 132).

Use of Local Newspapers

At least once a month articles should be written for one of the county newspapers. The children's best compositions, the original poems, and dramas that are a part of the regular language work should be sent directly to the editor or thru the county superintendent. Most papers will be glad to print the work of children. Children should also write local news items, accounts of community activities (particularly those in which the school is concerned), special day programs, debates, home project work in cooking and agriculture, school improvements and monthly attendance records. Some form of newspaper correspondence should be a regular part of the school work thruout the seventh and eighth years.

Technical Grammar

In the following outline technical grammar is an outgrowth of oral and written language work. If grammar is not taught inductively it will be meaningless to children. Teachers will be expected to follow this outline instead of

the order in the textbook and to omit the useless terms as given on page 142 of this bulletin. The numbers given in the following outline refer to pages in Driggs' Live Language Lessons, Advanced Book.

I. Story Telling, 127-132:

Kind of stories to tell, 99-101, 140, 141-145.

- a. History stories, 141-143, 168 ff.
- b. Biographical stories, 171-172.

How to tell and write stories:

Introduction, 148.

Story movement, 149.

Study of the paragraph, 121, 163-166.

Topic sentence, 166.

Descriptive paragraphs, 177-183.

Picture study (See suggestions on pp. 90-91 of Language outline.)

Word portraits, 180-182.

Word cartoons, 182, 183.

Choice of words, 152-154.

Sentence variety and clearness, 339, 340.

(a) Adjectives.

1. Descriptive, 334-336.
2. Limiting, 336-338.
(To correct such errors as "*them* apples.)
3. Cardinal and ordinal, 337.
(To correct such errors as 23st Street.)
4. Adjective in sentence building, 344.
Placing it near the word it modifies.
5. Adjective phrases and clauses, 341-344.
6. Comparison, 369-373.

(b) Adverbs, 349, 352.

1. Emphasis on use of negatives, 353.
2. Adverbial phrases and clauses, 354.
3. Phrases and clauses placed near words they modify, 221.
4. Comparison, 369-374.

(c) Prepositions, 104-105.

1. Troublesome prepositions, 105, 106; 354-357.
2. Case of pronoun following prepositions, 356.

(d) Conjunctions, 358.

"Like" used incorrectly as a conjunction, as in
"She sang like she was tired."

Review of Sentence Building, 368.

Punctuation. See Driggs' Live Language Lessons, Advanced Book, pp. 216-220.

Bibliography

LANGUAGE GAMES:

McFadden, A Course of Study in Language.

Superintendent of State Printing, Sacramento, Cal. 30 cts.
Myra King, Language Games.

Educational Publishing Company, San Francisco.
Maxwell, Johnston and Barnum, Speaking and Writing, Book One.

FOR PICTURE STUDY:

Pictures Every Child Should Know.
Carpenter, Stories Pictures Tell.

COMPOSITION:

Briggs and McKinney, A First Book in Composition.
Hinds, Noble and Eldridge, Children's Letters.
Fowler, Oral English. Bulletin from Lewiston (Ida.) State Normal School.

STORY TELLING:

Bryant, How to Tell Stories to Children.

INDUSTRIAL WORK (Correlated with Language in first four years):

Dobbs, Primary Handwork.
Ledyard and Breckenfield, Primary Manual Work.
Daniels, School Drawing, a Real Correlation.
Dynes, Socializing the Child.
Holton and Rollins, Industrial Work for Public Schools.

NATURE STUDY (Correlated with Language in first four years):

- *Comstock, Handbook of Nature Study.
- Hodge, Nature Study and Life.
- Bulletins from U. S. Dept. of Agriculture, Washington, D. C.
- *Some Common Birds in Their Relation to Man.
- The Food of Nesting Birds.
- Leaflets from the Audubon Society, 1974 Broadway, New York City.
- (Without colored plates, 6 cents per dozen; with colored plates, 15 cents per dozen.)
- *Winter Feeding of Wild Birds.
- *Putting Up Bird Boxes.
- The Robin.
- Meadowlark.
- Nature Study Organizations.
- Bird Clubs in School.
- October and Preparation for Winter.
- Nature Study Leaflets, Cornell University, Ithaca, New York.

HISTORY (Correlated with Language for first four years):

- *Dopp, The Tree Dwellers.
- *Dopp, The Early Cave Men.
- *Dopp, The Later Cave Men.
- Shaw, Big People and Little People of Other Lands.
- *Smith, Eskimo Stories.
- Schwatka, Children of the Cold.
- Peary, The Snow Baby.

- Judd, Wigwam Stories.
 Fox, Indian Primer.
 Husted, Stories of Indian Children.
 Chandler, The Bird Woman of Lewis and Clark's Expedition.
 Longfellow, Hiawatha.
 *Eastman, Indian Boyhood.
 Summers, Pueblo Folk Stories.
 Bayliss, Lolami.
 Wiley and Edick, Children of the Cliff.
 Snedden, Docas, the Indian Boy of Santa Clara.
 *Guerber, The Story of the Chosen People.
 *Baldwin, Old Stories of the East.
 Andrews, Seven Little Sisters.
 Bible Stories.
 Andrews, Ten Boys.
 *Mable, Norse Stories.
 Judd, Classic Myths.
 Hyde, Favorite Greek Myths.
 *Mace and Tanner, Old Europe and Young America.
 *Harding, Greek Gods, Heroes and Men.
 *Harding, The Story of Europe.

HISTORICAL PLAYS:

- Maxwell, Johnston and Barnum, Speaking and Writing, Book Three.
 Chubb, Festivals and Plays.

METHODS AND INVESTIGATIONS:

- Wilson and Wilson, The Motivation of School Work.
 Kendall and Mirick, Teaching the Fundamental Subjects.
 Second Report of the Committee on the Elimination of Subject Matter, Iowa State Teachers' Association.
 Minimal Essentials in Elementary Language and Grammar, Sixteenth Yearbook of the Society for the Study of Education.

COMPOSITION SCALES:

- Harvard-Newton Scales, Harvard University.
 Hillegas Scales, Teachers' College, Columbia University.

A. GENERAL SUGGESTIONS

Aims in Teaching Spelling

- a. *To give pupils the ability to spell correctly the words in their own writing vocabulary.*
- b. *To cause them to form the habit of pronouncing correctly the words in their own reading and speaking vocabulary.*
- c. *To give them the power to master the spelling and pronunciation of new words easily when needed.*
- d. *To enable them to use words intelligently in sentences.*

Scope of the Course of Study

As a school subject spelling includes:

- a. Phonics, or a study of the sounds of human speech.
- b. Pronunciation, or the proper articulation and enunciation of words.
- c. Spelling, or the correct writing of words.
- d. Word study, or the analysis, formation, meaning and use of words.

Teaching is necessary in each of these fields. To know a word one must know its pronunciation, spelling, meaning and use. Children need to have definite lessons assigned and to be taught how to study in each of these fields. Effective word mastery can come only thru careful training in every phase of word study.

Sources of Poor Spelling

Pupils are sometimes found to be very poor in spelling as compared with other subjects. Teachers need to know why poor spellers are poor. They should check up all poor spellers on the following list of causes and set about immediately in an earnest effort to remove them.

Poor methods of teaching.

Finding errors more than preventing them.

Testing pupils more than teaching.

Poor methods of learning.

Too many words assigned for one lesson.

Assigning words not commonly used.

Teachers and pupils pronounce words differently.

Incorrect pronunciation of words.

Poor enunciation and articulation.

Poor listeners; defective hearing.

Indistinct vision; blurred perception.

Poor handwriting.

Poor reading on the part of the pupil.

Lack of interest, carelessness, indifference.

The most common source of poor spelling is found in improper methods of teaching and learning. Too many lesson periods close the moment a teacher has heard how well pupils can spell words assigned. An exercise in spelling is tested by the quality of instruction rather than by an examination of the pupil's knowledge only. Emphasis should be placed on the manner of learning to spell words and on special difficulties that may arise during the learning period. Teachers need to give more attention to the methods by which pupils learn to spell. A part of the class period should be used in presenting and studying new words. A modern lesson type is one in which the class period is used not only for the purpose of finding out how well children can spell words assigned, but to train them in proper habits of study and to make them self-helpful in the mastery of words. It is not "lesson hearing", but **real teaching**, that results in word mastery. Instruction, not examination, is the primary object of a live spelling lesson, except it be for review only.

Psychology applied to the teaching of spelling

Within recent years considerable attention has been given to the pedagogy and psychology of spelling. Teachers should know and be guided by the results of these studies.

Individual Differences

It has been found that people do not learn equally well in the same way. In spelling children are

Sense organ learners

Eye learners

Ear learners.

Muscle learners

Vocal organ learners

Hand learners.

It appears that the normal child belongs to all four classes, but more decidedly to one class than to another. The more sense organs brought into use by the average child, the more lasting will be the impressions. Teachers should appeal to as many senses as possible so as to make the memorization more effective. A word should be studied both orally and in written form. Errors will be fewer if words are seen, heard, pronounced, spelled aloud and written by pupils than if any less number of modes of presentation is used.

Interest and Motivation

Psychology has also shown that the mind retains most easily and permanently those impressions in which it is most interested. To fix in mind the correct spelling of words teachers should

- (a) arouse an interest in each word,
- (b) relate each word to pronunciation, meaning and experience,
- (c) devise methods of study and drill that call into play the eye, the ear, the vocal organs and the hand muscles.

(Adapted from New Jersey State Course of Study.)

Interest in the spelling lesson may be aroused and maintained in a great variety of ways. To insure continued interest the methods used should vary greatly with the drilling devices and exercises. The work should be motivated most for those children who do not like spelling very well and for those words which are most difficult and troublesome for children. Interest is stimulated if children are given opportunity to help make plans and to carry them out. In illustration of this type of work

Children may help select the words that need most attention.

They may make special lists of words built up around their own interests. The unusual words that may come into such lists should be watched and avoided.

They may write letters, keep records, compose descriptions, etc., and select for dictation paragraphs containing the best thot.

Their written work, which requires accurate spelling, may be exhibited on special occasions or at fairs.

They may keep a minimum list of misspelled words, striking off words when they appear correctly spelled repeatedly in written work.

They may keep a record of their own progress by days or weeks and compare with that of their classmates. (See Arithmetic Curriculum, for plan of record graph.)

There is probably no factor so important in learning to spell as that of the learner's consciousness of his own improvement. Teachers should provide definite, objective standards for each pupil and every class. Developed attitude of mind bent on reaching such standards thoroly motivates the study. It is much more satisfactory to say to a child or, a class: "You spelled as well as most boys in the sixth grade", or "You spelled better than eight of ten children of

the fifth grade can do", or "you spelled ten per cent better than you did three months ago", than it is to say "You did very well", or "pretty well", or "a little better than last month".

Spelling Drills

The most effective methods of teaching make use of spelling drill. This involves three principles needed in making permanent the correct spelling of words.

*a. There must be a sufficient number of repetitions. Definite results can be had only with a large number of repetitions upon a limited number of words to a lesson. The more frequently a correct word form is recalled the better it is retained in memory.

b. The learner's attention must be given to the spelling of each word. Drill emphasizes the need of giving attention to one fact or one aspect of the word at a time. The child's attention in drill is primarily upon the way a word is spelled, not in its thot, form of its letters, or some other aspect.

c. The learner should form only correct associations. Teachers should anticipate the words the child is likely to misspell and give him special practice in their spelling, so as to avoid any wrong association.

*(Freeman, *Psychology of the Common Branches*, p. 125f.)

Methods of Teaching

A variety of methods is better than the use of any single method altho writing is doubtless the most effective single method of presentation. Such a plan allows for individual differences among children in their ability to learn thru the sense organs or thru the muscles.

The following outlines suggest the use of various methods.

Phonic Spelling

Some words are easily grouped into families. A family of words is a group of words containing a common part called the phonogram. The lessons in the text upon "Drill in Phonics" contain such groups or families of words. Words so arranged "spell themselves" very largely when once the child learns the phonograms common to the group. A suggestive plan for teaching these words is given below. The plan will not save teaching or learning time unless six or more words containing the common phonogram can be found.

1. Teaching steps.

- a. Pupils find and give the part common to all the words in the list. For example, ur, ir, er—these should be taught together.

- b. Pupils find the common part in each word in the list and pronounce it just before each word containing it is pronounced. For example, ur, urn; ir, fir; er, fern.
 - c. Pupils spell each word phonetically with emphasis on the common part. For example, ur-n, urn; f-ir, fir; f-er-n, fern. Begin with phonetic spelling, and only after the pupils have a good grasp of this should all the letters of the word be given.
 - d. Make sure that pupils know the meaning of all the words in the group. Test doubtful words by having pupils use them orally in original sentences.
2. Testing step. Pupils write the common part and a selected few of the words containing it from dictation.

In one lesson period three or four families or groups of phonetic words can be taught. The teaching, not the testing, should receive emphasis even in drill lessons.

Teaching and Learning New Words

Have pupils form correct habits in learning to spell. Make use of the following methods in the study of new and difficult words.

1. Oral Spelling. Always to precede written spelling.
 - a. Pupils should see the *form* of the word *clearly*. If the word is of more than one syllable, emphasize the form by writing it on the board. Note the hard part of the word by underlining it or writing it in colored crayon. Memorize the hard part. For example, "a" in separate, "ei" in receive, or the apostrophe in haven't.
 - b. Pupils should *hear* the word *distinctly*. Note all the syllables of the word and the vowel sounds. For example, his-to-ry, not his-try; gratis,—long a, not short a.
 - c. Pupils should *pronounce* the word *correctly* and spell it orally, both by sound and by letter. "A word correctly pronounced is half spelled." Pupils should spell the word by sound, articulating and enunciating well. Do not permit "goi'n'," or "git." Even exaggerate the vowel sound or syllable divisions to make this clear.
 - d. Pupils should drill upon the difficult parts of the new words, as the fourth letter of "business," or next to the last letter in "grammar."
 - e. Pupils should learn the meaning of the new word and use it correctly in apt phrases or original sentences.
2. Written Spelling. Pupils should write the word *legibly*. Primary pupils should trace the word in the air. The word should be written in original sentences.
3. Review. Repeat the spelling of the word in *daily* reviews and keep up this practice until the word becomes a part of the vocabulary of the learner.

The order of presentation in the teaching of new words given above should be followed without exception. See the word, hear it, pronounce it, spell it, write it, repeat it. If little children will look at the new word thoughtfully until they have its exact picture in mind, if they will listen carefully when it is correctly spoken, and if they will use it properly in talking and spell it correctly in their writing, there is no reason why they should not become good spellers.

Number of Words to a Lesson

In written spelling pupils should master from two to six new words to a lesson—two are better than six. Eight or ten review words should be included in each lesson. At the rate of two new words a day a pupil can acquire a written vocabulary of 2500 or 2800 words in the elementary school. Pupils learn to spell words in their daily lessons by seeing them repeatedly in print. The words learned outside of the regular spelling lessons added to the new ones acquired in class every day give a vocabulary as large as the majority of the people at the present time use. Scientific studies in spelling show that the maximum number of words needed for all ordinary writing purposes is not over 4000. This number could be more than learned with three new words per lesson, even if none were actually learned outside of the spelling class.

Systematic Reviews and Lesson Plans

The following lesson may help to make clear the plan of using a limited number of words for each class exercise.

- (a) The new words—pasture, machine.
- (b) Review words, the new words of the last four lessons.
 - One lesson old—threshing, agriculture.
 - Two lessons old—products, granary.
 - Three lessons old—temperature, separate.
 - Four lessons old—kneading, baking.

Difficult words of previous lessons can be substituted for words mastered with fewer repetitions than here given.

- (c) Misspelled words—individual pupils held responsible for the correct spelling of the words previously misspelled.
(Blacklist words.)

According to the Cleveland plan for systematic reviews “words taught yesterday are reviewed with those taught today. Those taken up as new words last week are reviewed

in connection with those taken up this week. After eighty new words have been taught, they are reviewed a third time for a test to which added interest is given by the fact that all classes of the same grade are simultaneously thruout the school system studying the same words and the results published. At the end of the year and prior to a final examination, the words, then amounting to 320 are for a fourth time reviewed; and they are used a fifth time the following year, being taken up as subsidiary words in connection with a new list"—Rapeer, *Teaching Elementary School Subjects*, p. 74. The success of this plan in Cleveland and other large school systems of the country has proven its efficacy.

Selection of Words

The New-World spelling books, the adopted texts, contain carefully selected and well graded lists of words. Children should be held responsible for the correct spelling of the words listed for their grade.

To these teacher should add other words selected from daily lessons, language papers and the written work of their pupils. The correct spelling of common words used among pupils at play, at school and at home should be taught. The speaking words of children come most naturally to them in their writing. Some of these are repeatedly misspelled; yet, because they are so common, they are overlooked in the spelling class. In selecting a word for spelling outside of the spelling book, and this should be done frequently, a teacher should ask herself such questions as:

Will my pupils need this word in their writing?

Is it probable that they will use it even if they know how to spell it?

Are they using it now in their talking?

Is it a child's word?

Personal opinion is admittedly not the safest guide for the selection of spelling words. Scientific investigations are necessary. A number of these have been made and are referred to at the end of this course. Teachers should select such words as are recommended by these investigators. The investigations show that pupils should be taught (1) words which pupils are most likely to use in their written work, and (2) words which will be most frequently used

after they leave school. If teachers will secure the Ayres' Scale, Jones's lists, Studebaker's study and Courtis' Course of Study in Spelling, and be guided by them in the selection of words, they cannot make serious mistakes.

Keeping Lists of Words Used

Teachers should keep a list of the words selected for the children of each grade to spell. Such lists help to organize and make definite the work for each class and will be found indispensable for reviews and drill lessons.

Spelling Tablets

Each pupil should have a spelling tablet in which to write the words as he spells them in class. The words missed should be rewritten at the foot of the page on which the lesson was written. These misspelled words should be studied carefully for the next day's lesson. The pupil should write correctly in alphabetical order in the back part of his spelling tablet all words which he misspells in his regular written work of the day. He should include in this list the correct spelling of words which he has to look up in the dictionary before using them in his compositions, and the words which he misspells repeatedly in class. A good heading for this list is "Words in My Vocabulary Which I Misspell", or "My Blacklist". Teachers should see that pupils write words correctly when recording them. These words should be studied more than any others. Day after day they should be reviewed until thoroly mastered. Occasionally they may be given to the whole class. This plan carefully followed will enable pupils to spell words correctly weeks and months after they were learned for the first time.

Length of the Study Period

The study period should not be over fifteen minutes in length. A long study period tends to make pupils lose interest in their work. When pupils study a few well chosen words for a short time and make use of correct methods of learning, there is no reason why they should ever tire of spelling or ever lag behind in their work.

Number of Classes in One-Teacher Schools

There should not be more than three spelling classes in a one-teacher school. Two plans are suggested. The pupils can be divided into two or three groups with little or no

attention to classification in other subjects. Or, the seventh and eighth year pupils can be combined in Class A, the fifth and sixth years in Class B, and the second, third and fourth years in Class C, as shown on the "Program for a School of Eight Years". The first year, and the second, if the teacher so desires, may have spelling exercises with word drills, phonic and readings lessons.

It will be found that the New-World Spellers can be easily adapted to this plan of class organization. Class C will use the First Book and the fourth year words in the Second Book. Class B will complete the Second Book, and Class A will use the Third Book. In no case must the first year words in the First Book be used for spelling before the children have been regularly in school four and one-half months, and not then unless they have learned the ordinary sound values of letters.

References and Materials

Materials.

- Spelling Tablets for each pupil and for the teacher.
- An unabridged dictionary for occasional reference.
- Several elementary school dictionaries for general use.

Lists of Words and Spelling Scales.

- *Ayres, A Measuring Scale for Ability in Spelling.
Russell Sage Foundation, New York City; 5 cents.
- *Courtis, Teaching Spelling by Plays and Games.
Courtis Spelling Practice Tests and Standard Research
Tests in Spelling. S. A. Courtis, 82 Eliot St., Detroit,
Mich.
- Buckingham, Spelling Ability; Its Measurement and Distribution.
Teachers' College, Columbia University, New York City.
- Eldridge, Six Thousand Common English Words.
R. C. Eldridge, Niagara Falls, N. Y.
- *Jones, Concrete Investigation of the Material of English Spelling.
University of South Dakota, Vermillion; 10 cents.
- *Studebaker, Results of An Investigation of Pupils' Ability to Spell.
Newson & Co., Chicago; 25 cents.
- Simplified Spelling, free circulars from Simplified Spelling
Board, 1 Madison Ave., New York City.
- How to Teach Spelling.
Teachers' Manual—New World Speller.
Cook and O'Shea, The Child and His Spelling.
- *Kendall and Mirick, How to Teach the Fundamental Subjects.
Suzzallo, The Teaching of Spelling.

*Specially recommended.

B. COURSE OF STUDY

Third and Fourth Years—Class C

These are the years for intensive work of a very definite kind. It is the time when children enjoy the mastery of mechanical skill. Teaching them how to study words economizes time. To establish a habit of correct recall children need to be trained to give close concentration of thought upon the spelling of a word. A few words daily, depending upon their difficulty, with constant review of words in previous lessons, will give the better results.

The words chosen must be adapted to the spelling ability of the children. They may be classified as:

Class words—needed in written composition.

Individual words—those commonly misspelled.

Grade words—common to the speaking and writing vocabulary of children.

While written spelling is used mostly, oral spelling must not be neglected. To insure correct recall children should pronounce a word and hear others pronounce it, name the letters in their order and syllabicate with proper accent. Each day five minutes may well be given to snappy, rapid, oral reviews, supplementing the writing of the words for study.

Phonic Exercises

Phonics forms the larger part of the work in Spelling during the first school years. The subject is outlined under Reading, with which it is usually taught. But the formation of elementary sounds is an important part of spelling as well as of reading. Pupils should form the habit of making these sounds correctly without hesitation, and they should be drilled upon them until the habits are fixed. The results are seen in proper articulation and enunciation in talking, and in the ability to spell whole families of words containing a common phonogram. Families of words for these grades in the spelling books show how phonetic words "spell themselves." (See General Suggestions, p. 152, on Phonic Spelling.)

Seat Study. Have pupils write families of words using selected phonograms. There should be six or more words in every family formed. This work is especially adapted to pupils who need help in the mastery of the pronunciation of new words.

Pronunciation

1. The following words are often mispronounced. Teachers should be sure of their correct pronunciation. Drill upon them until pupils have formed the habit of pronouncing them correctly.

again	forehead	poem
against	garage	potatoes
all right	geography	pretty
Arctic	get you	pumpkin
at all	give me	rather
ate	going	really
aunt	government	recess
banana	half	roof
been	have to	route
both of them	have you	salmon
burst	hearth	saucy
can	heat	scared
catch them	heir	since
climb	hoof	sleek
coming	hundred	something
creek	ing	surprise
deaf	January	theater
debt	just	the thistle
doing	kettle	tiny
don't you	laugh	turnip
drag	library	umbrella
drowned	licorice	what
eleven	Mary	where
February	abdomen	women
fellow	muskmelon	would have
figure	nothing	yes ma'am
for	often	yet

2. Supplement the list, including locally mispronounced words. Pupils should drill upon the lists of their own mispronounced words. Pupils should form the habit of **watching their own pronunciation** of words, catching themselves up on mistakes, and correcting themselves when mistakes are discovered.

3. To aid pupils in obtaining control of their own vocal organs have them practice on such sentences as the following:

Did you, could you, might you, would you, don't you, should you.

Funny Fanny Flin fried four fat fish for five frightened fishermen.

Little Tiny Toes had ten tiny little toes.

Round the rough and rugged rocks the ragged rascals ran.

Spelling Exercises

Selected Words

Words selected must be within the comprehension of the children. Use words in the New-World Speller for years

three and four. Select any difficult words given in the text-book for first and second years. Select some words from all school lessons, such as are needed constantly in written language; many words in common use among pupils; some words from topical lists of related words made by pupils. Be guided in selection by the needs of the class; aided by Jones' lists, Courtis' course of study, Studebaker's investigation, etc.

Seat Study. "Teach the pupil to study the word, close the book or or cover the word with a slip of paper, and test his retention, then compare with the text. Continue until all words have been mastered. Some words require little study, others more. Train pupils to find eye and ear words, and to make helpful associations."—Baltimore County Course of Study, p. 140.

Have pupils write lists of related words on selected topics, such as: baking bread, the school entertainment, what we wear, mother's kitchen, seasonal words, what houses are made of, on circus day, doing for Uncle Sam. The selected words may be written in sentence stories or paragraphs. The danger of including unusual words in the lists should be watched and avoided. Correct lists of these words should be kept for reference. (See General Suggestion, Teaching and Learning New Words, and others.)

Dictation Lessons

Dictate short sentences, making proper use of words taught; suitable memory gems; selected quotations; and apt phrases which pupils have found in their reading as, dancing daffodils, sparkling diamonds, etc.

Seat Study. Pupils write paragraphs containing selected words from the topical lists. The best paragraphs may later be selected for dictation. The best sentences from various paragraphs written by children may be given for dictation. The paragraphs may then be rewritten and improved. This plan does not violate good language habits. It tests spelling ability while under the impulse of that in written work.

Misspelled Words

Each pupil should master the spelling of all words he has misspelled in any of his written work, provided they are adapted to his spelling ability. Some misspelled words have clearly no place in a third or a fourth grade pupil's vocabulary. Once a week let the pupil write the words he misspelled. Pronounce words from these lists to the whole class sometimes for oral spelling. These are the pupil's "word demons" which he must master.

Seat Study. Pupils blacklist the words they misspell in their written work, by writing them in a space reserved for them in the Spelling Tablet. Pupils study these words more than any others.

Homonyms and Antonyms

Such words as to, too, two, and would, wood are homonyms. Antonyms are words of opposite meaning, as up, down. Select some from the lists which pupils make. Teach the spelling of homonyms separately, and always in sentences which show their meaning, bringing them together for comparison after pupils can spell them. These are troublesome little words and need special drill.

Seat Study. Pupils make lists of familiar homonyms, as, be, bee; blue, blew. Also familiar antonyms, as, big, little. Pupils write original sentences using them.

Review Words

Daily, weekly, monthly there should be review lessons upon all words apparently most difficult. The words should be selected from the lists of words taught. Words of previous months or years should be used in rapid oral reviews.

Reviews can often be made more interesting thru socialized lessons; oral and written games of a competitive nature; spelling contests between classes. Children enjoy time tests. Courtis' tests may be treated as games, (p. 157.)

Word Study—Use of the Dictionary

For more mature pupils only. This work should not be begun before the fourth year of school.

Teach the pupils to find meanings which they understand and the meaning which fits the word in the context. Avoid any tendency on the part of pupils to submit words and phrases whose meanings are no better understood than the words looked up. Copying a synonym as little understood as the word looked up is a waste of time. Using a word in an intelligent original sentence should be accepted as a satisfactory definition. "A dictionary habit of the right sort has never been found to interfere with the habit of success.

Marking Words

Teach the use of the easier diacritical marks. This work should not be overdone, for it is only a means to an end. Our need for these marks in life is limited to the

dictionary. Pupils have little need for them until the dictionary habit is being acquired. Teach them to the more mature pupils.

Seat Study. Word building and word families. Less mature pupils build word and easy sentences from letter and word cards, and make lists of words representing the same sound. Have pupils arrange families of words on ladders, trees, climbing ropes, etc., for spelling games.

Alfabetical Order. Pupils arrange words in a paragraph or on a page in their reader in alfabetical order. Discontinue as soon as pupils can use the dictionary, index in books, lists of geographical names, etc.

FIFTH AND SIXTH YEARS—CLASS B.

The suggestions for teaching spelling in the third and fourth years are applicable to these years. The greater maturity of children demands even greater skill in teaching, for it is in the fifth and sixth years that correct habits of studying spelling should be established in children. Teaching, rather than testing, is important. The progress of each class will depend largely upon the "personal efficiency of the teacher." The General Suggestions, pp. 149-157, will be found helpful in organizing and directing the work of each year.

Phonics and Pronunciation

The pupils of Class B are still in need of help and guidance in the mastery of new words. Do not make the pedagogical error of pronouncing words too freely for pupils. Children properly trained in self-helpfulness will not need to have many words pronounced for them. Make them apply their knowledge of phonetic elements taught in primary classes. Have them sound words out. Show them how to get the correct pronunciation of words from the dictionary. The only words to pronounce directly are sight words, including some proper names. These should be anticipated and their pronunciation mastered in advance of the study period.

Teacher should be sure that they pronounce correctly each of the following words. They are frequently mispronounced. Teachers should drill pupils upon them until they too have formed the habit of pronouncing them correctly.

Address	effort	kind of
adult	elm	mischievous
almond	engine	partner
apricot	everybody	peony
Arctic	extra	picturesque
area	foreign	picture
Arkansas	favorite	precedent
bade	grandpa	preferable
bomb	gums	rinse
bouquet	handkerchief	thresh
chauffeur	hasten	usually
chock-ful	height	vaudeville
cleanly	heroine	yeast
Cincinnati	history	yellow
colonel	humble	youths
cranberry	juvenile	
Danish		

Add locally mispronounced words. Have pupils drill upon their own lists of mispronounced words. Teach pupils to **watch** their own pronunciation of words. Pupils should be trained to say the mispronounced words immediately upon discovery of the error or upon being told of it, and to continue what they are doing without interruption.

Spelling Exercises

Selected Words. Use words in the New-World Speller for years five and six. Review difficult words for previous years. Use **a few** words from all school lessons; **many** words from the lists of misspelled words listed by pupils—well taught and carefully studied; **a few** words from the topical lists of words pupils make, supplementing the lists in the spelling book.

Seat Study. Suggested method of study as given in Third and Fourth year outline, pp. —

Have pupils "Black List" all misspelled words found in their writing and oral spelling. Drill pupils in their correct spelling.

Have pupils write lists of words on selected topics, such as sounds in nature, articles of clothing, building materials, important geographical and historical names, new terms used in Arithmetic, words pertaining to thrift. Writing in paragraphs the words selected. Words studied limited to those likely to be used in the written work of pupils.

Dictation Lessons

Use the dictation exercises in the speller for fifth and sixth years. Have pupils write from dictation, or from memory, many quotations, memory gems, apt phrases and simple sentences containing the words used in spelling. To test pupils in spelling dictate easy sentences containing the "test words", and grade on the words selected for the test. This avoids the necessity of defining words and makes sure that the pupil understands the words given. Pupils should not be told during the dictation exercise which words in the sentences are the "test words".

See Courtis' Standard Dictation Tests, in Teaching Spelling by Plays and Games. (p. 157.)

Seat Study. Select a number of important words upon a single topic. Have pupils write sentences or stories using these words. Let the pupil with the best examples dictate for the rest to write. These exercises should be varied.

Abbreviations and Contractions

Teach those found in the text. Add to these simple abbreviations found in denominate numbers, letter writing, titles, history and geography. Study the use of the apostrophe in simple possessives and in contractions.

Homonyms and Antonyms

Supplement the spelling book with a few words selected from pupils' lists. Such words should usually be written in sentences.

Seat Study. Have pupils make lists of familiar words, writing them on separate pages in the Spelling Tablet from time to time. Homonyms should also be written in original sentences.

Reviews

At the beginning of the school year have pupils review words of previous years, as far as possible. Select simple, everyday words. Have frequent reviews of words studied during the year. Frequency of recall insures retention of correct word form in memory.

Socialized Lessons

A pupil's spelling should satisfy his writing needs. See to it that children never send out letters or compositions, or take any written work home that has not been edited by several members of the class. The dictionary is final authority for disputed spellings. Insist upon correct spelling in all written work in school, as far as practicable. Base the spelling lesson sometimes upon clippings of advertisements from newspapers of household, clothing, food, real estate. Have inter-class and inter-school spelling contests. Let pupils spell down, but permit those who are seated to continue to spell. Vary the exercises with a "Spelling up" contest. Have pupils who miss a word stand, but permit those standing to continue to spell. The joy of spelling down or up without loss to the poorer spellers is thus secured. "Work to have pupils feel dissatisfied with their poor spelling and to feel pleasure when they improve"—Baltimore County Course of Study, p. 148.

Word Study—Use of the Dictionary

Continue the use of the dictionary. In these years the dictionary habit should be thoroly established. Teach pupils to select the meanings which fit the word in the context.

Pupils should not be required to look up words whose definitions are well known. Nor should they be required to look up all the unknown words in their lessons. Many very valuable lessons may be given in word study if the pupil's interest is not deadened by an overuse or misuse of the dictionary in looking up words.

Marking Words

Let pupils mark a few simple words taken from first and second readers. Review marks learned in other years. Pupils should know the sounds of letters from their marks. In all this work keep in mind the aim in marking words,—to make it possible for children to pronounce words correctly when they look them up in the dictionary.

Seat Study. Assign easy familiar words for marking, dividing into syllables, and accenting. Silent letters should be indicated. There is nothing gained by overmarking a word. Marks should be limited to those that can be given with certainty. Prevent any tendency to look up words in the dictionary during the marking exercises. Do not carry this work too far, as it is only a means to an end.

Syllabication

Drill on syllabication and accent. They are essential elements of correct pronunciation. They promote clear enunciation. Syllabication helps us to divide a word at the end of a line, helps us to pronounce new words and to ascertain their meanings. Every syllable contains a vowel. Prefixes and suffixes are easily recognized. But absolute uniformity in syllabication does not exist and should not be insisted upon. The word is more easily recognized if written as in composition, and divided into syllables in some such form as this: pro-nun-ci-a-tion.

Prefixes and Suffixes

This phase of word study is important because it creates the habit of looking intently at words. Teach the prefixes and suffixes given in the text book for these years. Supplement these with those taken from the pupils' lists prepared during the study period.

Seat Study. Pupils make lists of words to which the following may be prefixed: in, im, un, ir, ex, ab, semi, re, ante, ad, post, mis. Make lists of words to which the following may be annexed: able and ible, or, er, ship, ward, al, less, ness, ly, hood. Note the meaning of each prefix, suffix, and word listed.

Synonyms

The meaning of a word is often derived from its synonym. Use synonyms in illustrative sentences. A word and its synonym are best studied from the sentences in which they are used.

Seat Study. Have pupils look up synonyms for words selected from reading, history or geography lessons. Words and their synonyms should be written in sentences.

Rules for Spelling

A few spelling rules are of value in so far as they call the attention of pupils to the part they would likely misspell. Teach the rules referred to in the speller for these years, including also rules for:

Ie and ei, as in believe, receive.

Dropping final e.

Forming plurals.

Teach a rule inductively, illustrated as follows:

- a. Pupils recall the vowels and some consonants.
- b. Pupils' attention directed to twenty familiar words written on the board in two columns; such as, ride, riding; bake, baking.
- c. Pupils led by question to discover that:
First column words end in the vowel e.
Syllables annexed to these words begin with a vowel.
Final e is not retained.
- d. Pupils state the rule of dropping final e.
- e. Pupils write other words illustrating the rule.
- f. *After the rule is taught, give any important exceptions.*

SEVENTH AND EIGHTH YEARS—CLASS A

Use the General Suggestions and the suggestions for teaching spelling given in the outlines for other years. Read them many times during the year.

Phonics and Pronunciation

Some pupils will still need training in proper methods of mastering the pronunciation of new and difficult words. Follow the suggestions given for Class B, p. —.

Seat Study. Have pupils practice on the 44 elementary sounds of the language until they can make them correctly and without hesitation.

Have lessons on words often mispronounced. The following should be thoroly mastered by teachers and pupils:

abdomen	tremendous	national
acclimate	data	New Orleans
admirable	demonstrate	pageant
aeroplane	discourse	patronage
allies	envelope	peculiarly
alternate	experiment	penalize
apostle	exquisite	photographer
apparatus	forbade	raspberry
architect	Genoa	recourse
athletics	genuine	resource
automobile	granary	robust
candidate	gratis	romance
certificate	Himalaya	Russia
chastisement	idea	sirup
clematis	illustrate	solder
clique	inquiry	squalor
comparable	interesting	suite
conversant	Italian	telegrapher
cornet	lyceum	toward
corps	mustache	
culinary		

Spelling Exercises

Selected Words—Use the words in the New-World Speller, Third Book. To these may be added a few proper names, limited to those that are important, useful, practical, needed by pupils in their writing. In history and geography the selections of proper names should be limited by the minimal lists in the course of study for these subjects.

Select Montana words. Local words frequently heard and words referring to important landscape features or to important or well known animals, plants and products should be included in the list for study. Only a few proper names for Montana should be required.

Select words from all school lessons, supplementing the lists in the speller. (See Appendix). These words should usually be taught whenever they are most closely related to other school work. For example, when studying the Period of Conflict and Struggle for Independence in history, have pupils write a few spelling words covering the period.

Select **many** words in common use among pupils—words they are likely to use in their writing. Draw upon topical lists of words made by pupils. Have spelling drills upon the words pupils misspell, and which they have listed in their spelling tablets. See General Suggestions, p. 156, for the teaching of new and difficult words. Conquer these trouble makers. They are pupil's "word demons" which must be mastered.

Seat Study. Have pupils make lists of words relating to their lessons in school. Teach them to select the important words and those which will be useful to them in their writing of compositions, letters, answers to questions, book reports, etc.

Have pupils list their misspelled words in Spelling Tablets as before. The habit of "Black Listing" and mastering these words cannot be too well formed. Upon this habit hangs much of the success of the teaching of spelling in our schools.

Have pupils make lists of words upon such topics as textiles, inventions useful to man, common diseases, commercial terms, virtues and vices, war words they should know how to spell. Write for dictation as in fifth and sixth years.

Dictation Lessons

Use the dictation lessons in the speller. Use a larger number of excellent quotations and memory gems selected from reading and language lessons—the best of them always written from memory rather than from dictation. Dictate apt phrases selected from those which pupils have found in their reading and written in the spelling tablets. Dictate sentences, using homonym, synonyms, and other words correctly. Dictate sentences giving information, such as "Colds are contagious"; "Malaria is caused by the mosquito".

Abbreviations and Contractions

Review those taught in previous years and add others. Have a lesson on the common contractions. Have pupils name the letters left out in each contracted word.

Homonyms

Teach those given in the Third Book. Review those of previous years and add others. They should all be thoroly mastered. It is often a better plan to dictate sentences or phrases containing them than to pronounce them with meanings following. Follow the plan in the spelling book.

Seat Study. Have pupils make lists of abbreviations and contractions they should know. Study those in which mistakes are found. Write in original sentences all homonyms taught in class.

Reviews

Review the words learned in previous years. Use the common words and the "demons" in the English language. Let the pupils of an upper class compete with pupils of a lower class in a spelling contest, using lower class words. Review each month words taught in these years, and have a final review of all words taught. Review lessons should be oral except when given in the nature of a test. As a test exercise it would be well to give the words selected from the review list in dictated sentences. Continue socialized lessons suggested in fifth and sixth years, p. 165.

Word Study—Use of the Dictionary

Teach pupils to find exact meanings of words in the dictionary. Study the shades of differences in synonyms.

Marking Words

Much of this work should be omitted if pupils can pronounce new and difficult words in reading from their knowledge of phonics and diacritical marks. When reference is made to the dictionary children should be able to pronounce words from the marks given without hesitation. The "key" word should be remembered as an aid in pronunciation, if the proper sound of a marked letter is forgotten. The pupil should seldom need to refer to the key words in the dictionary for help.

Seat Study. Do not continue marking words as seat work unless pupils are still unable to mark words, divide them into syllables and accent with considerable accuracy.

Syllabication

Because of their close relation with pronunciation, syllabication and accent should be given careful attention. Teachers should insist that pupils enunciate distinctly and accentuate properly. In written work make use of the same exercises as for marking.

Derivation of Words

Continue the work in prefixes and suffixes as outlined in previous years. Use the words in the exercises in the spelling book, including prefixes, suffixes and primitive forms and supplement with the lists pupils make during the study period.

Seat Study. Have pupils write words containing the following roots, with definitions for roots and for each word written: terra, urb, brev, fract, scrib, fac, annu, duct, liber, ped, capt, dict, pater, port, graph, fort, amb.

Synonyms

Use synonyms in illustrated sentences. Study a word and its synonym from the context in which they are found. Synonyms require careful study to discriminate between the shades of meaning.

Rules for Spelling. Review rules previously learned. Add the rules for these years in "Third Book". Include the following: Doubling the final consonant of a root word.

Rules for Cede. Only three words with cede; succeed, proceed, exceed. Only one word with sede: supersede. All other words, cede.

C. CONCLUDING TOPICS

The Pupil's Test

1. Ability to spell correctly a list of the words selected at random from the ordinary written work of the year.
2. Ability to spell correctly words that were misspelled by the pupil during the year in his composition and ordinary written work.
3. Ability to pronounce correctly all words used in ordinary conversation and oral reading. The habit of *standing guard* over one's pronunciation firmly established.
4. Ability to use the dictionary intelligently and the habit of using it well formed.
5. Ability to interpret the meaning of many new words from their use in sentences and paragraphs.
6. Formation of correct habits in learning to spell words, and ability to learn the spelling of new words easily.

Teacher's Questions

1. Do my pupils enjoy spelling? Do they take a deep interest in it?
2. Is my time spent mostly in teaching or testing?
3. Has my selection of words for study been confined to those my pupils need in their writing and to those they misspell in compositions and other written work?
4. Have I permitted the excessive number of words in the spelling book to interfere with my effort to make a wise selection of necessary words?
5. Have I kept definite record of the progress my pupils are making?
6. Have I taught my pupils to study spelling properly and intelligently?
7. Are my pupils wasting any time and effort by improper methods of study or upon unnecessary material?
8. Have I been limiting the number of new words to a lesson which my pupils study to six or less?
9. What have I done to prevent my pupils from saying "sposn," "wy," "nd," "jogerfy," "don't chu," "whatju doin'," etc.?
10. What questions can I ask my superintendent or principal, the county superintendent or state inspector that will help me to do better work in spelling?

Standard Tests

1. Dr. Leonard P. Ayres of the Russell Sage Foundation found that an average of 70% of the words of the following lists were spelled correctly by the children of their respective grades. Are your pupils as efficient in spelling as the pupils in the one hundred school systems covered by this study? If your pupils can spell seven of the ten words for their grade they are up to the average.

Second Grade: foot, get, for, horse, out, well, name, room, left, which.

Third Grade: fill, point, state, ready, almost, high, event, done, pass, Tuesday.

Fourth Grade: forty, rate, children, prison, title, getting, need, throw, feel, speak.

Fifth Grade: several, leaving, publish, o'clock, running, known, secure, wait, manner, flight.

Sixth Grade: decide, general, manner, too, automobile, victim, hospital, neither, toward, business.

Seventh Grade: district, consideration, athletic, distinguished, evidence, amendment, liquor, experience, receive, conference.

Eighth Grade: organization, tariff, emergency, corporation, receipt, cordially, discussion, appreciation, decision, convenience.

2. Dr. W. F. Jones of South Dakota University found that 1050 children in grades two to eight in four different state in writing 75,000 themes used 4532 different words. One hundred of these words which were frequently and persistently misspelled in all grades were named "Demons". Now these 100 words have been tested in 19 school systems of the United States with the following result:

Grade	4	5	6	7	8
Score: %....	67.2	80.3	84.3	89.1	93.0

One Hundred Spelling Demons

If your pupils can do as well, they are up to the average.
Here are the words:

which	making	women
their	dear	done
there	guess	hear
separate	says	here
don't	having	write
meant	choose	could
business	tired	seems
many	grammar	Tuesday
friend	minute	wear
some	any	answer
been	much	two
since	beginning	too
used	blue	just
writing	tho	doctor
heard	coming	whether
does	early	believe

once	instead	knew
would	easy	laid
can't	very	tear
sure	none	thru
loose	week	every
lose	often	they
Wednesday	whole	hair
country	won't	break
February	cough	buy
know	piece	again
ready	raise	shoes
forty	ache	tonight
hour	read	wrote
trouble	said	enuf
among	hoarse	truly
busy	always	sugar
built	where	straight
color		

The value of Standard Tests is lost when the words included in the test are used for practice purposes or special lessons.

Simplified Spelling

The Simplified Spelling Board consists of some of the most distinguished educational, literary, and business men of America. Its recommendations have been approved by many eminent scholars. Several state normal schools and colleges use simplified spelling in all their office typewriting and printed matter. Some of our leading magazines and newspapers have been using it for years. Some states are recommending it thru their state courses of study. Replies received to a circular letter sent out to the county superintendents, city superintendents and many teachers of Montana indicate a widespread interest in simplified spelling. On basis of these replies we have selected twenty-seven words which have been quite generally approved by all. We recommend that pupils be taught the revised spelling of these words. The form now in use and the simplified form should both be accepted as correct upon examination, but the simplified form is to be preferred.

alfabet	furlo	stedfast
altho	enuf	sulfur
anemic	mama	telephone
catalog	paragraf	telegraf
coquet	program	tho
diafram	quartet	thoro
dialog	realize	thru
fantom	prolog	thot
fulfil	rime	brot

The following list of words is taken from the Elementary School Journal of June, 1917. The list was compiled from letters sent to a western agricultural college by farmers and the words are arranged in the order of the frequency of their use.

information	moisture	quantity
alfalfa	station	recommend
kindly	blight	reference
fruit	cu'tivate	specimen
bulletin	fertilize	until
advise	grapes	anxious
culture	having	benefit
orchard	insect	berry
regarding	lemon	blackberries
walnut	meeting	distribution
literature	purpose	granite
variety	season	however
irrigation	suggest	homestead
poultry	winter	mention
sample	desire	preparation
subject	enough	probably
cactus	following	profitably
possible	heavy	surface
enclose	lettuce	gophers
vegetable	lye	test
appreciate	months	tomatoes
occurred	nothing	valley
cattle	rainfall	vineyard
potatoes	something	account
almonds	spineless	almost
condition	squirrel	average
department	university	bacteria
fertilizer	agriculture	furnish
proper	believe	future
concerning	build	grapevine
value	charge	healthy
circular	color	idea
market	commercial	industry
advance	damage	level
garden	disease	patch
question	either	pepper
section	government	piece
agriculture	location	poison
analysis	nursery	plum
chickens	opinion	plumb
destroy	quiet	practical
variation	separate	problem
troub'le	success	proceed
especially	successful	procure
method	tract	pump
adapted	treat	reliable
barley	vicinity	rhubarb
business	advice	sediment
generally	already	understand
greatly	appeared	turkey
analysis	asparagus	refer
formula	bought	macaroni
program	considerable	coyote

several
tobacco
whether
apricot
dairy
growth
prepare
purchase
suitable
available
frequently
climate
necessary

deal
decomposed
composes
experiment
gardening
infected
issue
loose
mostly
pamphlet
particular
produce

butter-fat
cheese-cloth
chemical
citrus
complete
consider
cucumber
distribute
ditches
family
forage
scale

ARITHMETIC

GENERAL SUGGESTIONS

Aims in Teaching Arithmetic

1. *To give children motivated material that will create a need for number facts and processes.*
2. *To establish habits of skill and accuracy in simple computations.*
3. *To develop the ability to apply arithmetical knowledge in a variety of ways.*

Elimination of Useless Subject Matter

Conforming to the practices in the most progressive school systems of the country, the following subjects will be omitted from the arithmetic work, thus leaving time for socialized arithmetic and more thoro work in the fundamentals:

Apothecaries' Weight.

Cases (as such) in Percentage.

Complex Fractions.

Compound Fractions.

Compound Proportion.

Cube Root.

Foreign Exchange.

Greatest Common Divisor (except incidentally in connection with fractions).

Least Common Multiple (except incidentally in connection with fractions).

Longitude and Time (except for information).

Metric System (except for information).

Paper Measure.

Partial Payments (except simplest).

Partnership.

Profit and Loss (as a separate topic).

Stocks and Bonds (as such).

Surveyors' Table.

True Discount.

Troy Weight.

Unusual Cases in Interest (to find principal, rate, and time).

The omission of the impractical will give more time for socialized arithmetic and for topics such as the following which will be of real value to country children but which are barely mentioned or not given at all in most textbooks:

Buying and selling at a store.
Carpentry.
Feeding animals.
Farm and household accounts.
Graphs.
Drawing to a scale—house plans, etc.
Stock companies.
School district and municipal bonds.
Measuring hay, corn in a crib.
Concrete construction.
Household economics.
Mortgages.
Irrigation.
Sheep raising—grazing, shearing, feeding, selling, etc.
Mining—percentages of lead, copper; hauling.

Use of Textbooks

Textbooks are not to be used by pupils below the third year. From the third year they are to be used simply as a tool just as the dictionary would be used. If the approach to every new topic is to be motivated material, then the textbook should be used **only for drill work**, after the new topic has been taught from situations with which the children are familiar, illustrated by objects when possible.

Impractical problems should be omitted. A problem in which the author had to know the answer in order to make the problem, is not a life situation and therefore an impossible one. Problems in which the part is given to find the whole, as in interest when it is required to find the principal, is mathematical juggling.

Much emphasis should be placed on interpreting problems, that is, getting their meaning. New terms are used in arithmetics that are never found in reading books or other reading matter. A special study should be made of mathematical language and the lessons in interpretation may be conducted as silent reading lessons—children reading problems silently and telling what they mean, what is given, and what is to be found.

Order of Teaching a New Topic

1. Create a need.
2. Develop by using objects. Draw from the children questions and suggestions in each step of the process.

3. If a rule is needed, the class should work out their own from the process.

4. Drill on the mechanics of the different steps. Vary the drill to keep up the interest and to prevent pupils from associating any part of the technique with a single device.

5. Apply in concrete ways to a variety of situations.

Materials for Number Work Needed in Every School Room

1. Materials for Games:

Bean bags. Balls—soft rubber. Cardboard clock face (First Journeys in Numberland, p. 37.) Domino cards (Stone-Millis Primary Arithmetic, pp. 4, 5.) Dominoes. Perception of "flash" cards (First Journeys in Numberland, pp. 26, 40, 86, 97, 104.) Ten pins.

2. Supplies for Playing Store:

Bags of different sizes filled with sand. Empty boxes—cereal, shoe, thread, etc. Empty tea, coffee, and spice cans. Measures—measuring cup, pint, quart, gallon. Scales. Pencils, tablets and other school supplies. Paper strips from rolls of ribbon. Real money. Toy money. Toys.

3. Materials for Construction work:

Construction paper. Manila cardboard. Paste. Rulers with inch and half inch marks *only*. Scissors.

4. Miscellaneous Materials:

Abacus or counting frames. Beans. Clothes pins. Inch squares of cardboard. Seat work cards. Sets of fraction cards (See Sixth Year Outline.) Sets of Woody or Courtis Tests. Pieces of lumber (1" boards, 2 x 4's, 4 x 4's, etc.) Squared manila paper ($\frac{1}{4}$ " and $\frac{1}{2}$ ".) Wall paper sample books. Catalogs of paint companies. Bulletins, "Decoration for the Rural School," Cornell University, Ithaca, N. Y. Plans or working drawings of bird houses, cold frames, and other wood working projects. Fashion sheets for dressmaking problems. Building plans—floor plans, other views of buildings in the process of construction. Blank checks and check book. Pass book. Bills and receipts made out by business people. Auction sale posters and hand bills. Newspaper advertisements of sales. Implement book. Insurance policies, premium receipts, advertisements. Montana School Law. Account books used as advertisements by banks and stores. Money order blanks. Graphs from magazines, geographies, etc. Pictures of model kitchens. Railroad time tables.

FIRST YEAR

Books for the Teacher

Kendall and Mirick, *How to Teach the Fundamental Subjects*.
 Wilson and Wilson, *Motivation of School Work*.
 Harris and Waldo, *First Journeys in Numberland*.
 Hoyt and Peet, *First Year in Number*.
 Stone-Millis, *Primary Arithmetic*.

First Half Year

1. **Words**—One, two, three, etc. and the corresponding number symbols—one..., 1; two, 2; etc. The words may be learned in reading class in the early blackboard work, in nursery rhymes, as: "One, two, three, four, five, I caught a hare alive", and "One, two, buckle my shoe".

2. **Reading Numbers**—as they occur on the pages of readers and on the calendar.

3. **Counting Objects**, as need arises, the number of blackboard erasers when helping to clean them, the number of pupils present and absent, the sixteen squares in paper folding (See *First Journeys in Numberland*, pp. 28, 29, etc.)

4. **Counting Abstractly** to 50 and later to 100 by one's in playing "Hide-and-go-seek", by two's in arranging the pupils in marching, or number of eyes in the room. Vary the "Hide-and-go-seek" game by counting to 100 by two's; by five's; by ten's; by counting backward by one's, two's, five's and ten's. Enlist the cooperation of older pupils in giving little children an opportunity to get this practice.

5. **Recognition of Groups of Objects** in playing dominoes for seat work. Use real dominoes or domino cards (*First Year in Number*, p. 125, and *First Journeys in Numberland*, p. 14). Play as the ordinary game of dominoes, matching halves that are placed end to end. Seat work with other objects should also be used to prevent children from associating certain numbers with one kind of objects rather than gaining a real number concept. Arrange toothpicks by two's, four's, and eight's to represent soldiers marching. Arrange colored circles and squares by two's, three's, four's and five's to form designs to be used for blackboard border or wall paper border for doll's house.

	o		o		o	
o	o	o	o	o	o	o
	o		o		o	

Second Half Year

A time should be set apart for the number class. Tho there should be a required amount that should be expected from children, it should be taught just as informally, tho not as incidentally, as in the first half year. The activities of the home and school should be the approach whenever possible.

1. **Counting Objects and Counting Abstractly** as given for the first half year—the number of sheep to be seen from the window, number of wheels on an automobile (two automobiles, three automobiles, etc.—this done by counting by four's), etc.

2. **Reading and Writing Numbers to 100.** For some time the work should be done on the blackboard so that the large muscles will be used. Only large figures should be allowed. Write with a carpenter's pencil on wrapping paper. Motivate this work by preparing to keep score in games (First Year in Number, p. 48, and First Journeys in Numberland, p. 93), and by having children make their own flash cards and seat work cards. (First Journeys in Numberland, pp. 40, 41).

3. Measuring.

First Journeys in Numberland, pp. 18-25, 28-33, 42, 45, etc. First Year in Number, pp. 24-27.

Use of foot and inch thru construction, either in the process of furnishing a doll's house or laying out a sandtable farm, either being taken up as a part of the study of the home and home activities. (Dobb's "Primary Handwork" is very suggestive). For the latter, children make a house and barn out of the sixteen-fold square. From this they learn to cut a piece of paper a foot square. After folding, they learn that four four's are sixteen, that two two's are four (the squares used for the roof), and many other facts that may come in incidentally. They measure other lengths and heights for fence, walk, garden, etc.

4. **Study of Numbers thru Ten.** This includes all of the twenty-five combinations in addition the sum of each of which is not more than ten and the corresponding subtraction facts. It is better to start with a number as six, or eight, one that lends itself to many interesting combinations. The order makes little difference but it is very important that

the start be from life experiences with which the child is familiar, as mother buying stockings for the family for the winter; gathering, using, and selling eggs; making bread; father plowing, feeding horses, shearing sheep, or planting the garden for spring.

In buying stamps for father from the mail carrier, the child has the experience of handling money and receiving change. As an illustration of what may be done from a single activity of this sort to teach one number (6) and its parts, the following is given. The teacher should be supplied with blocks of one-cent stamps and three two-cent stamps. Children have learned to recognize groups of a variety of objects during the first half year. Now they should not be allowed to count but see the stamps as "three" or "six" instantly. This is very important. "How much money must you pay for six one-cent stamps? Three two-cent stamps? ($6 \text{ one's}=6$; $3 \text{ two's}=6$.) Show two ways of paying for them. ($5+1=6$). Put a one-cent stamp on an envelope. How many one's will you have left? ($6-1=5$)". Cover the number of stamps left so that children will not count them but calculate instead. "Put a two-cent stamp on a letter. How many stamps left? ($3-1=2$.) How much are the two left worth? If the carrier has only four one-cent stamps, how many two's must be given you to make six cents' worth? ($4+2=6$). If you use half of your one-cent stamps for letters, how many will that be? ($\frac{1}{2}$ of $6=3$). How many left? ($6-3=3$). On how many letters can you put your two-cent stamps? ($3 \text{ two's}=6$)."

Further drill in a great variety of ways should be given until the combinations become automatic, for a while still using objects (as in games, "flash" cards, etc.) and later more abstractly. In this former step, proceed somewhat as follows: A clothes line or rope is stretched across the corner of the room with many clothes pins on it. "Show six clothespins; three two's; two three's; five and one; two and four; three and three; one-half of six. Tell quickly what I arrange", as the teachers moves the clothespins rapidly in different combinations. Stay with objects only as long as children seem to need them.

The third and most abstract step would be without the use of objects. The combinations of a single number may be called the "Six stories" or "Eight stories". Children should be asked to tell all the "Six stories" that they know. (See pp. 125-127 of *First Year in Number*, and *Stone-Millis Primary Arithmetic*, pp. 18, 26 for games to be used in drill work).

ARITHMETIC—SECOND YEAR

First Half Year

1. **Review Counting** forward and backing by 1's, 2's, 5's and 10's to 100 till it becomes automatic. At the beginning of the year it may be necessary to count objectively as in the first year. (Study first year outline). Let children make counting charts or tables for seat work, by 10's, 5's, etc. By such a chart teach adding 10 to any number.

10	10	
<u>4</u>	<u>6</u>	6. Be sure the children see 14 as 10 and 4, and

32 as three 10's and a 2.

2. **Telling Time** by hour and half-hour. Having children make individual clock faces. This furnishes motive for reading and writing Roman numerals. Use toothpicks for hands, moving them about to indicate time father and mother get up, time father does the chores, time it takes mother to get breakfast, etc. (Stone-Millis Primary Arithmetic, p. 45; First Year in Number, p. 60).

3. **Estimating Lengths, Heights and Widths.** Children learned the use of the foot and inch during the first year. Review this and teach children to estimate these lengths—number of inches long mother make a child's skirt; length needed for hair ribbon; length of a kite string; length and width of oil cloth to cover kitchen table; length and width of box for window cupboard; height of classmates; etc. Estimate in making doll furniture.

4. **The Twenty-five Addition and Subtraction Combinations.** This is a review of first year work. It may be necessary to introduce the work objectively if children have forgotten the work of the previous year. Work for accuracy and then speed. Usually the two go together. Give speed tests. Have children keep records of combinations

	7	5	6	7
that trouble them. Give special attention to	<u>2</u>	<u>3</u>	<u>4</u>	<u>3</u>

This year children record the work to a greater extent than in the first year.

5. **Column Addition.** No “carrying” yet. This like all new work starts from life situations. For example—“How much flour did mother use in all on baking day? She used 6 cups for bread, 2 cups for cookies and 2 for cake”.

Teach children to think by grouping $\cdot \begin{array}{r} 6 \\ 2 \\ \hline 2 \end{array}$ without thinking

the whole process. (“Four, ten” rather than “ $2+2=4$, $4+6=10$ ”).

6. **One-step Problems.** The first should not be work on paper. These should be sets of problems on **one** real situation rather than miscellaneous problems covering many situations. For example:

a. In gathering eggs you find 7 in the hen house and 2 in the barn. How many in all?

b. Yesterday there were 3 in the hen house and today there were 7. How many did you find in the hen house in the two days?

c. Mother needs 6 eggs for cooking and there are only 2 in the basket. How many must you find for her?

Have children make up their own number stories about what father and mother are doing at home, what children are doing at school, etc. (See First Journeys in Numberland, pp. 56, 95, 127, etc.).

7. **Measuring.** First Year in Number, pp. 24, 27, 96, 69. Yard, one-half inch; measuring cup; pint, quart, gallon; bushel. Teacher should make a survey of the measuring utensils and the uses for measuring in her district and plan the work accordingly. Water and sand may be used to represent liquids and dry materials measured at home. Very simple problems about feeding horses and cattle and measuring in cooking and preserving will furnish the concrete material. Children use the measures to indicate “answers” to problems given by the teacher and classmates. For example, “Mother uses for boiled rice $\frac{1}{2}$ cup of rice and three times as much water. Show by the measuring cup how much is used for each”.

8. **Coins to 50 cents and Making Change for 10 cents.** This work should be taught thru playing store. Use real money in class and toy money for seat work. (Milton, Bradley and Co., San Francisco, or John W. Graham and Co., Spokane, Wash., 25c a box). In playing store use real

objects that children see in a country store arranged on a "counter"—cereal and spice boxes, cards of buttons, thread, school supplies, etc. (First Journeys in Numberland, p. 122).

When using seed and other catalogs, choose pictures of articles whose value is not more than fifty cents. Children show with money how much each article is worth—"Father buys a package of cucumber seed for 10 cents. Show the coin that he must pay". "Mother sells a pound of butter for 45 cents. Show the money that represents it".

Follow such work with mechanical drill by means of games, "flash" cards, etc. Provide plenty of such devices in a variety of forms for seat work.

Second Half Year

1. **The Remaining Forty-five Combinations** in addition and subtraction. These are the combinations whose sums are not more than eighteen. These should be taught by calculation rather than thru the use of objects, but that does not mean that the work is not to be motivated. Good motivation comes thru playing store. Subtraction is taught not as a new step but as another way of stating the additive combinations. Thru the mechanical devices suggested before and in the books recommended, the combinations are fixed. Experiments have shown that the following are the most difficult combinations:

5	5	7	4	6	7	8
7	8	8	9	9	9	9
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>

Speed tests should be given as soon as children are reasonably accurate.

2. **Reading and Writing Numbers Larger Than 100.** Establish the correct way of reading, as 214 (two hundred fourteen, and **not** two hundred and fourteen) and \$2.14 (two dollars and fourteen cents). Even with second grade pupils this practice may be given by reading columns of crops reports from newspapers "in order that they may be read correctly to father".

3. **Recognition and Comparative Value of Coins to \$1.00;** also making change to twenty-five cents in playing store. Father goes to town and buys (1) one article (2) two articles the sum of which is not more than twenty-five cents. Children dramatize this activity. Seat work problems with toy money. Teach children to **read** problems from the black-

board and slips of paper. The language of arithmetic is one of the greatest difficulties. Children should learn early to read problems about live situations. These, of course, should be one-step problems.

4. **Short Column Addition** of (1) one-figure and (2) two-figure numbers that involve the decimal point (United States Money). No "carrying" yet. Cost of household expenses, egg records, etc. will furnish motive.

5. **Telling Time** by fourth-hour and five-minute intervals—time mother leaves cake in the oven, time to boil potatoes, etc. (First Year in Number, pp. 106-108, 119-121).

6. **Estimating Heights, Lengths, etc.**, continued. (See Outline for first half year).

7. **Measuring.** Use of the inch, half-inch and fourth-inch in construction work—valentines, soldiers' caps, May baskets, etc. and measuring long strips of paper, such as come in rolls of ribbon, to represent ribbon, lace, or braid.

"Mother needs $1\frac{1}{2}$ yards of braid to trim a boy's blouse. Measure and cut the right length". "Father needs 7 feet of rope for a halter. Measure and cut a string to show this length".

8. **Multiplication and Division Table of Two's.** This work should be introduced thru the study of home activities—doubling and dividing recipes, measuring material for two sleeves when amount is given for one and vice versa, feed for a team of horses, etc. Abstract drill should follow, always out of order. Domino and other number cards may be used in these drills. See suggestions in the first year work and books recommended.

ARITHMETIC—THIRD AND FOURTH YEARS

General Suggestions

Use of Textbook. In the third year pupils begin to use a textbook. One of the most important pieces of new work for this year is to teach children how to use it. The teacher should put herself in the child's place by comparing the pupil's difficulties in using the arithmetic to the teacher's in being introduced to a learned and abstract treatise on medicine, law or theology. The arithmetic textbook is just as foreign to the reading books with which the child is familiar, as the law book is to the familiar story.

In the second year some training is given in reading and interpreting problems written on the blackboard. This should be continued at the beginning of the third year before using a book. In schools of five years or more, third and fourth year pupils are combined. Special attention will have to be given to third year pupils early in the fall in helping them to interpret problems and master language difficulties.

These are some of the new difficulties that the child will meet:

1. New terms

figure	owe	acre
subtract from	income	minus
multiply by	expenses	given
divide by	required	divisor
addition	liquid measure	dividend
equal to	measurements	numerals
remainder	units	receipts
estimate	tens	total
price list	sum	millions
thousands	contains	hundreds
grow on shares	difference	teamster
real estate	quotient	cashier
rectangular plot	product	contractor
a dealer's profits	solve	dealer
debts	problem	

2. Use of the book.

3. The arrangement and organization of subject matter.

All thru the third and fourth years and perhaps for several years it will be necessary to have lessons on the interpretation of problems, conducted as other silent reading lessons. Catch problems, problems involving many steps or ambiguous wording should be omitted. Train children to be critical of the problems presented in the arithmetic text.

Are the situations real?

Are the prices given those of today in this section? (If not substitute local prices.)

Are they the kind of problems your father or mother, a merchant, carpenter or other person in your district has to solve?

Are there enough examples or problems in every new step to give you the necessary drill?

How can you make up others to give you plenty of practice?

Can you illustrate the problem by a drawing to make it clearer?

Habit Formation. Most of the arithmetical processes become a matter of habit. Children who have not been given their share of attention in the first two or three years or who have been poorly taught at school or at home, will start the third and fourth years with bad habits—counting on their fingers, counting by putting down marks or tapping, starting to solve a problem before thinking the process, putting work on paper or black board in a slovenly way, etc. Telling a child not to do these things or even giving him a reason for doing otherwise is not going to work a miracle. The habit is so strong that it can be eradicated only by setting up other habits to offset it. For example, the child who counts in adding instead of giving the answer automatically or by calculation can be cured by speed tests. Do not discourage him by expecting him to compete with a child who is very quick, but let two or three slow ones compete with each other. Better still, let the slow children time themselves and try to beat their own records. Then the child will find a motive for short methods and soon a new habit will be established. Train children to check or verify their work as they proceed in the solution of written work.

Tests. Much time is wasted in school drilling on work that the majority of the class understands. Every teacher knows in a vague way the weaknesses of the class as a whole but not of individuals. The ordinary test or examination does not point out the specific difficulties so we have gone on from year to year guessing what a child needs and the child has not even been made a partner in this guess work. Several scientific tests have been worked out to help both the teacher and the pupils to locate difficulties in the fundamental processes and reasoning and to economize time by laying emphasis on the weak spots. For the present tests can best be given by county superintendents. These tests should be given from the third year thru the eighth.

THIRD YEAR

(To be used as third and fourth year work in every one-teacher school of five years or more. To be taken even years, 1920-21, 1922-23).

Stone Millis Primary Arithmetic, pp. 49-201. Omit work not given in the following outline—Roman numerals above XII, fractions and the multiplication tables of 3's, 4's, 7's and 8's and their applications.

First Half Year

1. **Review Last Year's Work** thru concrete applications.
 2. **Interpretation of Problems.** (See Use of Textbook, p. 178). After the language difficulties are cleared away train children to

- a. Look for two things given and determine what is to be found.
- b. Decide whether the answer is to be abstract or in some denomination as feet, dollars, pounds, etc.
- c. Estimate what the answer will be.
- d. Determine what the process of solution should be.

Lay a great deal of emphasis on this kind of work without actually solving the problems. (See outline for fourth year work—interpretation of problems).

3. **Addition and Subtraction of Numbers of Two and Three Orders.** Stone-Millis Primary Arithmetic, pp. 49-80, 107-110.

The first work should be without carrying and later involve carrying. The teacher should make sets of ten to fifty problems on one or several activities, children supplying local prices and other data. The books should be used to furnish the necessary drill later. The following suggest addition and subtraction experiences that might grow out of one activity—buying a boy's clothing for the winter.

- a. Father bought me a pair of shoes costing \$..... and a pair of rubbers forcents. How much was the bill?
- b. What change did the clerk give him from \$10.00?
- c. Later father bought me a sweater for \$..... and a cap forcents. How much did he pay for both?
- d. Father gave the clerk \$10.00. What change did he receive?
- e. Mother ordered from town a winter overcoat costing \$..... and four pairs of stockings costing \$..... How large a money order did she send?

f. Mother made me three blouses. The cloth for one costcents, anothercents, and the thirdcents. How much did she pay for the cloth?

g. Buttons and braid for the three blouses cost..... What was the whole cost of the three blouses?

h. I had \$..... in the bank. Father said he would give me enuf more to pay for a suit which cost \$..... How much did father give?

i. My winter underwear was bought at a fire and water sale and was marked down from \$..... to \$..... How much did I save?

j. Mother bought the yarn to knit my mittens. It costcents. What change was received from \$.....?

4. Addition and Subtraction by Endings. Stone-Millis Primary Arithmetic, pp. 53, 72, etc. Use the combinations that need most drill.

$\begin{array}{r} 4 \\ 9 \end{array}$	$\begin{array}{r} 8 \\ 9 \end{array}$	$\begin{array}{r} 7 \\ 9 \end{array}$	$\begin{array}{r} 6 \\ 9 \end{array}$	$\begin{array}{r} 5 \\ 7 \end{array}$	$\begin{array}{r} 6 \\ 8 \end{array}$	$\begin{array}{r} 5 \\ 8 \end{array}$	$\begin{array}{r} 7 \\ 8 \end{array}$
---------------------------------------	---------------------------------------	---------------------------------------	---------------------------------------	---------------------------------------	---------------------------------------	---------------------------------------	---------------------------------------

This should be oral work and a premium should be put on speed. If children know $\begin{array}{r} 7 \\ 9 \end{array}$ they should know $\begin{array}{r} 7 \\ 19 \end{array}$ $\begin{array}{r} 7 \\ 59 \end{array}$ $\begin{array}{r} 7 \\ 89 \end{array}$

as well. Drill should of course follow motivated problem work.

5. Multiplication and Division Tables of 5's and 10's. A motive for learning the tables is very important. For example, it is necessary to buy 4 pencils at 5 cents each. The only way a child knows how to solve this is to add 5 cents

5c
5c
5c

four times. $\underline{5c}$ Let the teacher make this and other similar

problems a speed contest; then children will want to know a short cut, hence the table of 5's. Children should make their own tables, after counting by 5, before they know that such a thing as a table is printed in a book. Counting five minute intervals on a clock dial is a natural approach when studying time.

In drilling on multiplication tables, always take them out of order and see that children study them in the same way.

The same kind of devices used in lower grades to fix the combinations may be used for all drills of multiplication tables.

The division is introduced naturally as the opposite of multiplication and written $5\overline{)25}$ and $25 \div 5$. The form $5\overline{)25}$ should never be used as it makes long division more difficult later if two different forms have been employed.

6. Measuring. Stone-Millis Primary Arithmetic, pp. 89-91, 94, 95, 100-101, 144-150.

a. Areas—square inch, square foot, and square yard—in finding amount of material for book covers, burlap for bulletin board, etc. Number of square feet and square yards of floor space, window space, school yard.

b. Dozen and half-dozen problems in playing store.

c. Ounce and pound in playing store. If scales are not furnished, try to borrow some for playing store. Teach how to weigh a half pound, quarter pound. Problems made from this.

7. Abbreviations. Square inch, square foot, square yard, dozen, ounce, pound as they are met.

8. Making Change to 50 cents. (See second year outline.) A greater variety of objects may be bought and sold in this year. Children record their sales on the blackboard. A customer buys a boy's cap for 35 cents and give the clerk a 50 cent piece. One child may record the transaction.

50 cents

35 cents

15 cents. Only one step problems should be given. Teachers must give a sufficient number of problems outside the book as only a few will be found in the textbook.

Second Half Year

1. Interpretation of Problems. Even more stress should be put on the language of arithmetic this half year. Conduct as silent reading lessons, children giving the thot after reading silently. Study problems in this way such as given on pp. 128-130 of the Stone-Millis Primary Arithmetic.

2. Multiplication and Division Tables. The 6's, 9's, and 11's. The six should be associated with the half dozen. A need for the tables will arise in playing store. Abstract drill, presented in the form of games, should follow. Apply the knowledge learned in a variety of problems, such as:

a. On mother's household account I find a half dozen oranges 7 times. How many oranges did we use during the month?

b. Mother has three cards of buttons with a half dozen on each card. How many buttons in all?

c. On a bargain counter I find lace marked 9 cents a yard. How much will it cost to trim a dress requiring 8 yards?

d. John's hens laid on an average 11 eggs a day. How many did he get in a week?

3. Multiplication of Numbers of Two Orders. Stone-Millis Primary Arithmetic, pp. 191-201. These, of course, should involve only the tables learned (2's, 5's, 6's, 9's). The multiplier should be a one-figure number and therefore 10 and 11 should not be used.

4. Short Division. Stone-Millis Primary Arithmetic, pp. 103-105, 112, 139. The divisors should be 2, 5, 6, and 9. The following form should be substituted for the one given on pp. 103 and 104 of the textbook. It will be confusing to children when they come to learn long division to put their quotients above the dividend if they have formed the opposite habit in short division. It is very important that only one habit be established, if possible; therefore teach this form

$$\begin{array}{r} 111 \\ 5 \overline{)555} \end{array} \quad \begin{array}{r} 71 \\ 7 \overline{)497} \end{array}$$

5. Making Change to \$1.00. (See outline for second year and first half of third year). A still greater variety of objects may be bought and sold this half year. Problems may now be recorded by using the dollar sign and decimal point, the first step in teaching decimals. Train children to be very particular to put points under points. If sale slips are used at the stores at which the people of the community trade, get a block for use in school. Actual money should be used for transaction in class and toy money for seat work.

The last part of the year, have two articles purchased and change made. Make this step very simple at first—purchase articles worth \$0.25 and \$0.25, make change from \$1.00, or purchase articles worth \$0.40 and \$0.10, make change from \$1.00.

Make sets of problems on thrift stamps such as:

a. John had \$1.00 and bought two thrift stamps. How much did he have left?

b. Mary bought three thrift stamps. What change would be given from \$1.00?

6. **Terms:** sum, difference, product, multiplier, quotient, division, dividend. Children should become familiar with these terms (1) by hearing the teacher repeatedly use them and (2) by using them themselves.

7. **Checking Work.** Teach children how to trust their own habits by knowing when they are accurate. Children should not only know how, but establish the habit of checking work as they proceed. Teach them to add in different ways,

as $\begin{array}{r} 16 \\ 9 \end{array}$ $\begin{array}{r} 16 \\ ? \end{array}$ $\begin{array}{r} ? \\ 9 \end{array}$. In column addition check work by adding
 $\begin{array}{r} ? \\ 25 \end{array}$ $\begin{array}{r} 25 \end{array}$

down after adding up. Check multiplication and division by reversing the process. In abstract drills, time pupils to determine which are the more accurate, the slow or rapid workers.

8. **General Review of Year's Work.** This should be thru concrete problem work as far as possible. It will probably be found that it will be necessary to isolate certain work for abstract drill but it is not wise to rely on that alone. It should be remembered that the real test is in **applying** number facts learned.

FOURTH YEAR

(To be used as third and fourth year work in every one-teacher school of five years or more. To be taken odd years, 1919-20, 1921-22, etc). Stone-Millis Primary Arithmetic, pp. 81-235.

First Half Year

1. **Review.** Thru concrete applications review the work of the previous year. If necessary re-teach as well as review any subject that is not clear. Where abstract drill is necessary, give plenty of it with a variety of devices and then follow by application to concrete problems.

2. **Multiplication and Division Tables, 3's, 4's, 7's.** Stone-Millis Primary Arithmetic, pp. 81, 86, 117, 121, 189. (See third year outline for method of teaching the tables, p. 192). After a need has been created thru playing store, keeping score in games, etc., have children make their own tables by adding by 3's (or 4's or 7's, depending upon the table that is being taught). Children should build their own tables before they know that there is such a thing as a table in a textbook. The abstract drill should **always** be out of order. Concrete applications should follow the abstract drill.

3. **Interpretation of Problems.** (See third year outline, p. 190). The same method should be followed this year to fix the habit of thinking out the steps of a problem before beginning the calculation.

4. **Addition and Subtraction of Numbers of Three Orders.** Stone-Millis Primary Arithmetic, pp. 254-256. The textbook furnishes the abstract work for drill but the approach must be from a concrete and personal situation. Problems of the ranch will furnish material.

5. **Fractional Parts of Numbers** (Tho no fraction work is found in the textbook it should not be neglected.) $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, and later $\frac{2}{3}$, $\frac{3}{4}$, $\frac{5}{6}$, $\frac{2}{5}$, and $\frac{7}{8}$ of single numbers. This work will be a natural outgrowth of playing store and making out sale slips. For example, a customer purchased $\frac{1}{4}$ lb. of cheese atcents a pound and $5\frac{1}{2}$ yards of gingham at cents a yard. Make out the sale slip.

In this work in fractions lead children to see that the numerator expresses the number of parts $\frac{1}{4}$ of a dollar, yard, pie, apple; $\frac{3}{4}$ of a dollar, yard, pie, apple) and the denominator indicates the size of the parts $\frac{1}{2}$ apple, $\frac{1}{3}$ apple).

6. **Short Division of Tables Learned.** 3's, 4's and 7's. Primary Arithmetic, pp. 103-105, 112, 117. Use the following form instead of the one given in the textbook. This will make long division much easier as only one habit

81 32

of placing work in the quotient is established. $\overline{7)567}$ $\overline{8)256}$

Soon after the work is started dividends should be given that will require a remainder in the quotient. Children should be led to see that many examples will not come out even.

7. **Familiarity with the Terms** sum, difference, multiplier, product, divisor, dividend, quotient.

Second Half Year

1. **Review Addition and Subtraction by Endings.** See third year outline, p.—.

2. **Multiplication and Division Tables.** 8's and 12's The table of 12's should be associated with the dozen and the number of inches in a foot. See outline for third year and first half of fourth year, pp. — —.

3. **Short Division Involving New Tables Learned.** Substitute the following form for the one given in the text.

$8\overline{)896}$ $8\overline{)\$10.16}$

4. **Roman Numerals.** Primary Arithmetic, pp. 102, 156.

5. **Addition and Subtraction of Fractions.** Problems in sewing and woodwork will give the motivated approach. The addition and subtraction problems of the simplest similar fractions should be taken, followed by abstract drill before giving problems in addition and subtraction of unlike fractions.

6. **Drawing to a Scale.** This may be correlated with home geography. This will be given to teach children how maps are made. How far is it from a given place in the district to the school house? Draw on the school room floor an accurate picture of the road, using one foot to represent one mile. Draw another picture of the same road letting one inch equal one mile. Find the dimensions of the school room. Make a drawing to represent it using one inch to represent a foot. Children find the dimensions of the school yard and draw to a simple scale. Using the same scale place the

school house in the drawing; the path; the outbuildings. Children bring to school accurate drawings to a scale of mother's kitchen; the hen house.

Lead children to see that the larger the place or object to be represented, the smaller the scale. Teach children the proper placing of the scale on paper (usually the lower right hand corner) and the method of indicating it. ((Scale $1''=1'$). Absolute accuracy should be insisted upon. For drill have children draw one side of the school room to a scale, top of the desk, and other objects in the room.

7. Review of Year's Work. Proceed first thru abstract drills and second thru practical applications in problems. Be satisfied with nothing but absolute accuracy and a fair degree of speed in addition, subtraction, multiplication, division and the beginning of fractions. Problems which come within the children's experience involving principles taught should be made by the teacher. The following are suggestive:

a. If James has his Thrift Card three-fourths filled, how many stamps are on the card?

b. If you save 5 cents each day, how long will it take you to save enuf to fill your Thrift Card with stamps?

c. I save 7 cents each day. * How long will it take me to save enuf so that I can fill my Thrift Card with stamps?

FIFTH AND SIXTH YEARS

General Suggestions

During the fifth and sixth years emphasis should be placed on how pupils study, a subject that was started in the fourth year. Children should work out with the teacher as class exercises rules or principles to go by in

- (1) creating an atmosphere for study
- (2) putting problems on paper
- (3) solving abstract examples
- (4) solving problems
- (5) judging problem material
- (6) illustrating problems.

The following should receive much attention during these two years:

1. Interpretation of Two-step Problems. Begin with one-step problems. Combine two related problems into one. Study two-step problems as to

- (a) meaning or that
- (b) what is given
- (c) what is to be found
- (d) process in finding the answer.

In interpreting problems, do not attempt any actual solution as this will defeat the purpose. The new habit of thinking out the process before using a pencil must first be formed.

Study one-step problems that contain three numbers, one of which will not be used in the solution, as, "Sold 5 hogs weighing a total of 1075 pounds at 14 cents a pound. How much was received?" (This is a life situation, not a catch problem).

Teach children to state problems such as the following, by comparison. "Three dozen eggs sold for \$1.80. What will be received for 6 dozen at the same rate?" Children should be trained to see at once that 6 dozen are twice as many as 3 dozen and therefore will sell for twice as much. In the sixth year give numbers in which comparisons are uneven—"Three dozen eggs sold for \$1.80. What will 8 dozen sell for at the same rate?"

2. Estimating Answers. Use one and later simple two-step problems. Develop the idea of relation. For example, "Three yards of gingham cost 75 cents. What will 9 yards cost?" Children should be trained to see that 9 yards will

cost three times as much as 3 yards; so they estimate 3×45 cents which will be a little greater than 3×40 cents and a little less than 3×50 cents. "About how much will the answer be?" should be a frequent question.

3. Checking Work. By the time children have reached the fifth or sixth year this should be a deep-seated habit, but must be continued as both class and seat work. Working and verifying five problems will be much more profitable than working ten problems and using the answers in the book as a check rather than the children's own verification. The checking habit will not only guarantee accuracy but will increase the self-confidence of pupils.

The method of checking in the four fundamental processes has been learned in the third and fourth years. The new two-step problems are made up of a succession of these operations, each one of which should be checked before going on to the next step.

FIFTH YEAR

In rural schools of five or more years, the fifth and sixth year pupils will be combined and the fifth year outline will be taken even years, 1920-21, 1922-23. Stone-Millis Primary and Intermediate Arithmetics, Primary Book, pp. 214-227; Intermediate Book, pp. 36-39, 162-185, 216-221.

First Half Year

1. **Review Previous Year's Work.** Review should come by means of applying the previous year's work to new situations and by using mechanical drill devices to stimulate interest. The following reviews should receive attention:

(a) Application of the following tables: linear measure, surface measure, avoirdupois weight, liquid measure, dry measure.

(b) Estimate lengths, heights, distances, areas, weights. Stepping land is an important method of estimating distances. Be sure children know the dimensions and areas of the school room and the school yard.

(c) Multiplication and division table thru 12's.

(d) Roman numerals thru L.

(e) Column addition to two and three-figure numbers involving United States money.

2. **Reading and Writing Numbers.** Intermediate Arithmetic, pp. 36-39.

3. **Long Division.** Primary Arithmetic, pp. 214-227. In preparation for long division review short division. The first divisors should be easy numbers, such as 21, 22, 31, 32, etc.

The next step will be to give examples in which the zero appears in the quotient.

$$\begin{array}{r} 109 \\ 12 \overline{)1312} \\ \underline{12} \\ 112 \\ \underline{108} \\ 4 \end{array}$$

$$\begin{array}{r} 206 \\ 27 \overline{)5568} \\ \underline{54} \\ 168 \\ \underline{162} \\ 6 \end{array}$$

At first, express remainder as a fraction and later in the year, after studying decimals, express remainder as a decimal by carrying out to (1) one decimal place and (2) two decimal

places. This is one of the few uses we have for decimals which does not involve United States money and should be taught in connection with long division.

Both the approach and application of long division should contain many problems in finding averages—average daily attendance at school, average yield of grain, average time in relay races and 50-yard dash played at recess, etc.

4. Multiplication and Division Involving United States Money. These will be problems in buying and selling for practice in decimals. In the majority of problems solved by farmers, buying and selling are involved. Practical problems on the cost of farm crops from seeding to harvest will give the kind of drill needed, tho abstract drill must also be given.

5. Multiplication and Division of Decimals by 10's, 100's and 1000's. Intermediate Arithmetic, pp. 162-185. Children should be led to see that in multiplying by 10 the decimal point of the multiplicand is moved one place to the right and to divide by 10 the decimal point of the dividend is moved one place to the left. Much oral drill should be given in this. After multiplying and dividing by 10, 100, and 1000 use 20, 200, 2000; 30, 300, 3000 as both multipliers and divisors, the work still being oral.

6. Common Fractions Changed to Decimals. Use only the fractions learned in the previous year's work, such as $\frac{1}{2}=.5$, $\frac{3}{4}=.75$.

7. Decimal Equivalents. These should be memorized after children have learned how to change common fractions to decimals. $\frac{1}{2}$; $\frac{1}{3}$, $\frac{2}{3}$; $\frac{1}{4}$, $\frac{3}{4}$; $\frac{1}{5}$, $\frac{2}{5}$, $\frac{3}{5}$, $\frac{4}{5}$; $\frac{1}{6}$, $\frac{5}{6}$; $\frac{1}{8}$, $\frac{3}{8}$, $\frac{5}{8}$, $\frac{7}{8}$, $\frac{1}{10}$, $\frac{2}{10}$, $\frac{3}{10}$, $\frac{4}{10}$, $\frac{5}{10}$, $\frac{6}{10}$, $\frac{7}{10}$, $\frac{8}{10}$, $\frac{9}{10}$.

Second Half Year

1. Reading and Writing Decimals. Intermediate Arithmetic, p. 164. Let these be decimals in United States money and abstract numbers thru three places. (See table on p. 55 of Thomas' Rural Arithmetic). The thousandths place in United States money should be read as mills—\$0.226, "twenty-two cents, six mills".

2. Per Cents as Another Name for Decimals. These may naturally follow reading and writing decimals. These should not be taught as a new subject but indirectly as

another name for decimals—.50 or 50%. Use only the most common per cents—10%, 20%, 30%, 40%, 50%, 60%, 70%, 80%, 90%, 25%, 75%, $33\frac{1}{3}\%$, $66\frac{2}{3}\%$, $12\frac{1}{2}\%$, $16\frac{2}{3}\%$. Learn fractional equivalents of these.

3. Per Cents of Numbers. Intermediate Arithmetic, pp. 216-221. Only the simplest should be used. This should come as a part of series of problems as the per cent of seeds which germinate in a germinating test, the per cent of pupils absent, the per cent of points won in a game, etc. Abstract drill should follow the concrete work. Most of this work should be without pencil and paper. Children should think of $12\frac{1}{2}\%$ as $\frac{1}{8}$ in a problem, such as "In John's germinating box $12\frac{1}{2}\%$ of the seeds were found to be poor. If he planted 80 seeds, how many would not grow?"

4. Using a Scale of Miles. This should be closely correlated with map work in Geography. Find the number of miles from Libby to Fort Benton; Virginia City to Billings; Glendive to Helena. Find distance across the Atlantic Ocean from New York to Liverpool. Find how much farther north London is than New York.

5. Drawing to a Scale. This is continued from fourth year work. Draw a plan of the home garden, indicating size, paths, distance between rows of vegetables. Use simple scale— $1''=1'$, $\frac{1}{2}''=1'$ and later $\frac{1}{4}''=1'$. These should be accurate workmanlike plans. Squared manila paper $\frac{1}{2}''$ and $\frac{1}{4}''$ may be used.

6. Practical Measurements. Intermediate Arithmetic, pp. 121-130. Thomas' Rural Arithmetic, pp. 153-171.

(a) **Board Measure.** Much more emphasis should be given to board measure. It will be very necessary to have boards of different thicknesses in the school room in order that children may understand that a board or plank more than one inch thick ($1\frac{1}{2}''$, $2''$) can be sawed into two boards and therefore the thickness in inches by the width in feet is multiplied by the length in feet. (A board 2 inches thick, 16 inches wide and 16 feet long is equal to two boards $1\frac{1}{4}$ ft. (16 inches) wide, 16 ft. long and figured $2 \times 5\frac{1}{4} \times 16$. Children should become so familiar with 2×4 's, 4×4 's, etc. that they know the thickness at a glance without measuring. Teach children how to write and figure a bill of lumber. (As on p. 156 of Thomas' Rural Arithmetic).

Find the number of feet of lumber and the cost, using local prices, of laying a walk from the school house to the road. Find the cost of fencing the school yard, building a gate. Difficult problems in carpentry will be left for the seventh year.

(b) **Carpeting Rooms.** Develop good taste as well as teach arithmetic. Children should bring to school the dimensions of living rooms, bed rooms, etc. to figure the amount of carpet needed. Compare the cost of a carpet and a large rug. Which is more sanitary; easier for the housewife to keep clean? Develop by having children carpet the doll's house with strips of paper so they will understand the principle of running strips lengthwise and crosswise. Teach how to find the amount of linoleum needed. Use local prices. "Preach" linoleum as a labor-saver for the housewife. Get data from housewives and dealers as to length of time linoleum will wear and compare with the cost of paint.

(c) **Papering, Plastering, Painting, Calcimining, etc.** Most school houses need one of the last three. Figure how much it would cost to have the needed improvement. Children write letters to the nearest dealer giving dimensions of the school room and inquire for estimates. Compare with children's figures.

Study wall paper. (Old sample books are often given away). Develop taste in choosing plain, ingrain or oatmeal papers. Test for fading. Have children make a "Wall Booklet" in which they describe the room at home as to exposure, window space, etc. Mount samples of wall paper or paint tinting scheme and figure costs. Art should not be separated from arithmetic. (For color schemes see "Decoration for the Rural School", a bulletin from Cornell University, Ithaca, N. Y. and advertising pamphlets from the Sherwin-Williams Paint Co. See also old copies of Ladies' Home Journal).

7. Review Problems of Year's Work. These should be practical problems of the farm and the home. Data should be gathered by the class on the line of work in which the community and the class are most interested. Let these be sets of ten to fifty problems on one subject. After data is gathered the brighter pupils may help the teacher

in composing problems. The following by Annie Laurie Ballard, a student in Montana State Normal College, are suggestive as to the kind that may be made.

Explain number of acres in a section and number of rods on one side of a section. Explain peck.

1. How many bushels of wheat will a farmer get from a half section, when his wheat averages 25 bu. per acre?

2. How much will he receive if he gets \$1.50 a bushel?

3. How much will he clear if he has to pay 10c per bushel to thresh and 10c per bushel to haul it to town?

4. How many posts will it take to fence one side of a section if posts are 1 rd. apart?

5. How many bushels of wheat worth \$1.45 will it take to pay for the posts, which cost 20c apiece?

6. If $3\frac{1}{2}$ pecks of wheat are sown to each acre, how many bushels will a farmer need for sowing 300 acres?

7. A farmer pays 12c per bushel to have 6000 bushels of wheat threshed. What is the amount of his threshing bill?

8. 50 acres of wheat yield 40 bushels per acre, 25 acres yield 30 bushels per acre, and 10 acres yield only 15 bushels per acre. What is the average wheat yield per acre?

9. A farmer pays out \$200 for hired help; \$300 for horse feed; \$150 for machinery; \$150 for oil, twine, gasoline, etc.; \$100 for incidentals and \$1000 to keep up the household. How much does he make or clear if he has 1500 bushels of wheat at \$1.50 per bu., if 10c per bushel was charged for threshing?

10. A man sells 1000 bu. of Turkey Red wheat for \$1.50, 800 bu. of Marcus for \$2.00 per bu. and 100 bu. of heated or spoiled wheat for only 85c per bu. How much did he receive?

The following Thrift problems are suggestive:

1. Ernest has 10 Thrift Stamps on his card. What part of the whole number has he?

2. You wish to fill your Thrift Card in one month of thirty days. How much must you save on an average each day?

3. Father gave you 50 cents, mother gave you 25 cents, you found 10 cents. How many Thrift Stamps can you buy? How much will you have left?

4. How many Thrift Stamps can you buy with \$3.75?

5. What is the estimated population of the United States, if a loan of only 25 cents from every person will provide the government with 25 million dollars?

SIXTH YEAR

In rural schools of five or more years, the fifth and sixth year pupils will be combined and the sixth year outline will be taken odd years, 1919-20, 1921-22, etc. Stone-Millis Arithmetic, Intermediate Book, pp. 1-192.

First Half Year

1. **Teaching Children How to Study.** An outline for this is given under "Fifth and Sixth Year". See pp. 198, 199.

2. **Review of Previous Year's Work.** In schools where the alternation plan is used the "previous year" will be the fourth year for part of the class and the fifth year for the others. Some of the work, however, has been for both years. Long division and decimals, which were the new topics for the fifth year should be reviewed for seat work by the upper division pupils while the lower division will take fourth year review for seat work.

3. **Reduction of Fractions to Higher and Lower Terms.** Use only the fractions that parents have occasion to use. Surveys in Iowa show that farmers, housekeepers and merchants seldom use fractions with a numerator greater than one and a denominator greater than five. In weighing, the denominator 16 is used.

Because of the limited need for difficult fractions, reduction to higher and lower terms should be mostly oral. The work should be introduced by objects, drawing, etc. Reduce halves, fourths, eighths to sixteenths; thirds to sixths, ninths and twelfths; fifths to tenths. Individual sets of fraction cards made of cardboard by the pupils will be useful objective material. These should not represent fractions smaller than 12th or 16ths. A certain length (12" or 16") should be decided on to represent the "whole" or "one". Two cards half that length represent two halves, three cards a third of the length, and so on. Other objects, drawings, etc. should also be used in order that children may see that neither an integer nor a fraction is a fixed thing. For example, $\frac{1}{2}$ may be any length, depending upon the unit; it may be $\frac{1}{2}$ a circle, a card, a line, a dollar.

Give situations in which a knowledge of reduction is necessary, then teach the process. The motive may come thru construction work. For example, if children are making a book cover, $6\frac{1}{8}$ inches long with $\frac{3}{8}$ inch for a lap they

find that the entire width including lap is $6\frac{4}{8}$ inches, and on the ruler $6\frac{4}{8}$ inches are equal to $6\frac{1}{2}$ inches. Now a motive has been given to find the simplest way to express fractions by reducing to lower terms. Objects, such as fraction cards, give the mechanical helps necessary to make the process clear. Plenty of abstract drill should follow, then applications in practical problems.

A need for reducing to higher terms may be found in a similar situation. For example, a cover is to be made $6\frac{1}{8}$ inches wide with $\frac{1}{2}$ inch for lap. How wide will the paper have to be? To add $\frac{1}{8}$ and $\frac{1}{2}$, $\frac{1}{2}$ will have to be changed to eighths. It will be found to equal $\frac{4}{8}$ on the ruler. Drill in reduction to higher terms follows, to give skill in doing such work quickly and accurately.

4. **Cancellation.** Intermediate Book, pp. 133-134. This is taught as a short method of reduction.

5. **Reduction of Improper Fractions to Mixed Numbers.** Intermediate Book, pp. 15, 79. Also reduction of mixed numbers to improper fractions. This should be with simplest fractions and in connection with measuring and other concrete situations. Use abstract drill problems after developing the process.

6. **Addition and Subtraction of Fractions.** Intermediate Book, pp. 15-25, 87. Review from Fourth Year work, p. 196. Mature people have little use for addition and subtraction of fractions, except the simplest. Dressmaking, athletic records, measuring in industrial arts, and carpentry create a need.

a. Mother decided to give the girls hair ribbons for Christmas. She found Mary needed $1\frac{1}{4}$ yards and Lucy $2\frac{1}{4}$ yards. How much did it take for both?

b. She gave Mary a sash of the same kind of ribbon. It measured $3\frac{1}{4}$ yards. How much did she need for the sash and the two hair ribbons?

c. The clerk found there were $7\frac{1}{8}$ yards in the roll of ribbon so she threw in the remainder. How much more did mother receive than was needed?

7. **Multiplication of Fractions.** Intermediate Book, pp. 25-27, 97-103. Use of "of" when the multiplier is a fraction ($\frac{1}{2}$ of 12). See fourth year work for multiplication of a fraction and an integer. Problems in multiplication of frac-

tions naturally arise in construction work, agriculture, sewing and cooking. Doubling and dividing recipes involve multiplication of fractions, as

(a) "The following recipe for Indian pudding will serve eight people. What would be the recipe for four people; six people; ten people?" Show the amount of each ingredient needed in the measuring cup, teaspoon and table-spoon.

Indian Pudding.

$\frac{1}{3}$ cup corn meal	1 teaspoon ginger
5 cups milk	1 teaspoon salt
$\frac{1}{2}$ cup molasses	2 tablespoons sugar

Pour hot milk over the meal. Cook in a double boiler 20 minutes. Bake several hours in a slow oven.

(b) Use local prices and find the cost of this recipe for your family.

(1) Weigh 1 cup of meal. What part of a pound is it? What would be the cost atcents a pound?

(2) How many cups in a quart? Five cups of milk are how much, expressed in quarts?

(3) How much will 5 cups of milk cost at cents a quart? (If evaporated milk is used in the home, state the last two problems in cans instead of quarts.)

(4) How much molasses in a can? One half cup is what part of a can?

(5) What will $\frac{1}{2}$ cup cost atcents per can?

(6) Estimate the value of ginger, salt, and sugar. Find the cost of the entire recipe.

In abstract work in fractions, take **simple** factoring. Children should be able to tell quickly when a number is divisible by 2, 3 or 5.

Second Half Year

1. **Terms.** Numerator, denominator, common denominator, proper fraction, improper fraction. Use these terms and require children to do so as a convenience. Definitions, if necessary, should be **developed** by the class without reference to the text.

2. **Division of Fractions.** Intermediate Book, pp. 111-118.

a. Division of fraction by an integer.

b. Division of a fraction by a fraction. Neither pupils nor parents have many occasions for using division of fractions, but the few situations that do arise should furnish the approach for this new case of fractions. After concrete problems, demonstrating to pupils the need, the steps should be developed by means of fraction cards or other objects. Problems in carpentry, feeding animals, and sewing occasionally involve division of fractions. The following suggest an actual use in or out of school.

(1) A boy builds a bird house of scrap lumber. He finds pieces of 6-inch boards one of which is $36\frac{1}{2}$ inches long. He decides to use this for the roof. How long will the roof boards be if he saws this into two equal parts?

(2) He finds another piece $25\frac{1}{2}$ inches long and uses that for the two sides. What is the length of the house?

(3) How much longer is the roof than the sides?

(4) How much does the roof extend over the sides at each end?

(5) He finds another piece of board 23 inches long. He decides to use that for ends. How high is the house at the highest point?

(6) Draw to a scale the three parts of the bird house using $\frac{1}{2}$ " for 1".

(a) What will be the actual length and width of the roof in your drawing?

(b) What will be the dimensions of the sides in your drawing?

(c) What will be the dimensions of front and back before the corners are sawed off?

(d) The boards that he used for the floor cleated together made a base $22'' \times 12''$. What will the dimensions be in your drawing?

The housewife has occasion to use division of fractions when using left-overs or remnants of cloth, ribbon, braid, etc. She has to decide how large a cushion she can make to get a certain number from a given remnant, how many breadths may be put in a child's skirt, how much braid she can use for two sleeves when she has only a given length.

Abstract drill should be so thoro that the response will become automatic. Only the simplest fractions are needed but process should be thoroly mastered.

3. Ability to Read and Write Numbers of Ten Orders. Intermediate Book, p. 186. Occasion for this is given in study of current news items—Liberty Bonds, crop statistics, size of armies, national indebtedness, etc.

4. Column Addition. Skill in grouping numbers should

be developed. When children see numbers as $\overset{6}{\underline{4}}$, they should think "10", the same as when a child sees c-a-t he thinks and says "cat" rather than the three letters that make up the word. The more competition and speed are encouraged, the greater the motive for grouping.

5. Geometric Measurements. Intermediate Book, pp. 121-136, 245-266. Rectangles, parallelograms, and triangles. More attention needs to be paid to the perimeter of a rectangle than to the area. Give problems in fencing a field, putting a walk around a yard, buying picture molding for a room, etc. In dressmaking bias pieces are in the shape of parallelograms. Problems such as the following may be given:

A dressmaker needs 8 bias pieces of silk 24 inches long and 3 inches wide. How many square inches will it take?

Gable of a house, blotter corners, pennants, sail for a boat, etc., are based on the triangle. Problems on concrete situations should be composed by the teacher and the class.

6. Denominate Numbers. Intermediate Book, pp. 121-130. Not more than three steps in reduction should be used. Complete the table of square measure. How many acres in the school yard? Show how large a space is required to plant for a potato club, corn club, garden club. Complete the table of cubic measure. Probably this table is most often used in the country in connection with excavating and concrete construction. Volume of dirt, gravel, or concrete is usually expressed in loads or cubic yards. Give practical problems on cord wood with data from the homes of pupils. Children should be able to estimate amount of piled wood at a glance. Give plenty of practice in this work. Pupils should be able to figure on the construction of concrete posts, sidewalks, walls, etc. Take advantage of any concrete construction work going on in the neighborhood. (See Thomas' Rural Arithmetic, pp. 164-171). Develop meaning and apply the terms 1 : 2 : 4 or 1-2-3 (proportion of cement, sand and gravel or crushed rock).

a. A walk is to be constructed 40 feet long and 4 feet wide. A 12-inch foundation of cinders is needed. How many cubic yards are needed?

b. How many cubic yards of concrete laid 4 inches thick will be required?

c. A finishing coat 1 inch thick is put on top. How many cubic yards will be required for the walk?

d. The formula 1-2-4 is used. What part of the whole is cement; sand; gravel?

7. Drawing to a Scale. This will be developed in a way similar to that of the problems on the bird house. Home garden plans should be made as in the fifth year.

a. Using the scale $\frac{1}{2}''=1'$ draw plan for a garden 20 feet long and 12 feet wide.

b. Two rows of beets run lengthwise, 1 foot apart. Indicate the rows in your plan.

c. Two rows of beans should be indicated next with 18 inches between rows.

d. Show a two-foot path next to the beans.

e. Tomato plants are set out on the other side of the path, $3\frac{1}{2}$ feet between rows. How many rows of tomatoes can you have?

f. The tomato plants are placed 3 feet apart in a row. How many plants are needed in all?

8. Review of Year's Work. This should be done by concrete applications in series of problems composed by teachers and brighter pupils tho the entire class should gather the data. The following problems by Nellie Snider, a student in Montana State Normal College, will suggest the kind of problems that may be made from local and state data.

Wheat Problems

New words to be explained: transit, output, capacity, storage, quoted, net gain, section. See page 188 of this curriculum.

a. A man owning a *section* of land, planted the S. W. $\frac{1}{4}$ in wheat. The average yield was 29 bushels per acre. What was the value of the entire crop at \$1.97 per bushel?

b. The above mentioned crop is hauled directly to the cars which have a *capacity* of 100,000 lbs. each. How many cars will be required?

c. How many days did it take for threshing if the machine threshed 800 bushels per day?

d. How many sections of land in a 25,000 acre wheat farm?

e. In 1904, in Montana, wheat was planted on 108,608 acres of land. In 1914, on 910,000 acres. Find the increase.

f. In Minneapolis, the combined flour mills on both sides of the Mississippi have a *capacity* of 5000 barrels every twenty-four hours. On July 11, 1917, the drop in price was \$1.25 per bbl. Find the drop in total price of one day's *output*.

g. What would storage on 4,640 bu. of wheat at Minneapolis elevator amount to at three-quarters of a cent per bushel while in *transit* to New York?

h. If the price per bu. in problem (g) was increased 39c during storage, what would be the *net gain* on the 4,640 bu.?

i. The 15 yr. average wheat production for Montana was 25.4 bushels or \$18.75 value per acre. The estimate made by the State Commissioner of Agriculture and Publicity for 1917 is 40,000,000 bushels, having a value of \$60,000,000. Compare these values per bushel.

j. Wheat is shipped from Dillon to Minneapolis at a shipping rate of 49c per hundred pounds. What would wheat be worth to the shipper if *quoted* at \$3.89 per 100?

SEVENTH YEAR

In schools of five or more years the seventh and eighth year pupils will be combined using the seventh year outline even years, 1921-21, 1922-23, etc. Stone-Millis Arithmetic, Intermediate Book, pp. 137-184, 216-240; Advanced Book, pp. 105-114, 196-213, 226-232.

First Half Year.

1. **How to Study.** The following as given for fifth and sixth years should receive even more emphasis in seventh and eighth years. See Fifth and Sixth Years outline, pp.

a. Creating an atmosphere for study.

3. **Review Common Fractions.** Relearn as well as re-b.
b. Putting problems on paper.

it has been found in surveys that 95% of all problems done

c. Solving abstract examples.

d. Interpretation of three and four-step problems.

e. Estimating answers.

view, if necessary. Keep the fraction work rational. There 196-203.

5. **Finding Per Cent of Numbers.** Much practice should be given in this. Use per cents containing decimals (3.5%). This is one new and important use of decimals. In finding per cents of numbers, state the per cent the simplest way. Give plenty of drill in stating per cents as fractions.

Do not use the obsolete terms and formulas for base, rate and percentage.

f. Checking work.

g. Judging problem material.

h. Illustrating problems.

is no excuse for taking difficult fractions that few people have occasion to use, even tho children are able to do difficult ones. See Sixth Year outline, pp. 206, 207.

4. **Review Per Cent and Fractional Equivalents.** Intermediate Book, pp. 216-240; Advanced Book, pp. 105-144, sis on United States money can hardly be overworked as answer. There are few other uses for decimals. The emphasis the quotient in long division, averages with a decimal in the

2. **Review Decimals.** United States money, decimal in by farmers are in buying and selling.

6. To Find the Per Cent One Number is of Another. Children have learned in the sixth year to find what part one number is of another. The per cent one number is of another is the same thing with the answer expressed differently. Do not teach this as a new topic.

7. Household Economics. Correlate with Hygiene. Thomas' Farm Arithmetic, pp. 204-212 and books recommended in the Hygiene outline under "Warm Lunch". Problems in finding the amount of protein, carbohydrates, etc. of common foods from the tables in the books recommended, will give a practical and varied application in the use of per cents, most of which contain a decimal.

a. Find the number of calories required for a seventh year boy; seventh year girl; first year pupil; father; mother.

b. Make out menus for three meals to produce the required number of calories.

c. Find the cost at local prices of a balanced breakfast; lunch; dinner; a church of other public dinner.

8. Bank Accounts. Advanced Book, pp. 226-232. Nearly every school raises money by entertainments, prize awards at fairs, basket socials, etc. during the year. The teacher should make arrangements with some county bank to have this money deposited by a pupil who acts as school treasurer and draws checks in paying bills. In this way children learn what a pass book is, how to make out deposit slips, how accounts are balanced, how to draw and indorse a check, how to keep stubs in a check book. The school treasurer should be elected by the pupils and all business that he has to transact in depositing money and paying bills should also be done as a class exercise.

The teacher should have all bills for magazines, pictures or a Victrola, etc., ordered sent to the treasurer. If the school has articles for sale (baskets, garden products, etc.) the teacher should request the purchaser to make payments by check so that the treasurer (and thru him the school) will have the experience of indorsing checks. Prize money received from the fair association may be paid by check for the same reason. If the janitor work is done by pupils and teacher, the trustees should pay by check. If all or part of the money raised is not to be used for six months or more, it should be put on interest, thus giving children an additional experience. The school should be well supplied with deposit slips, blank checks and a pass book. Study:

a. How to fill out a deposit slip; make out a check; indorse a check (1) in full and (2) in blank; fill out a stub. Follow the course of a check from the maker back to the maker. Advantage of paying bills by check.

b. How to send money by draft; how to telegraph or cable money.

c. Two functions of the bank: (1) receiving and (2) loaning money. Usual rate of interest for each. National banks, state banks, postal savings banks, savings departments in banks.

d. Find simple interest on money loaned individuals. Difference between simple interest and compound interest. Usual custom of compounding interest semi-annually or quarterly. Find compound interest on small deposits (\$10 to \$100). Compound interest tables used in banks. (Have children write to nearest bank for one of these). In finding simple interest use only one method—the most common method. Pay little attention to the problems in indirect interest, i. e., to find time, rate or principal when the other three terms are given. It is very seldom that one has occasion to find any term but the interest.

e. Figure interest on U. S. Government War-Savings Certificates.

(1) A boy fills three Thrift Cards with Thrift Stamps and exchanges them in June, 1918 for War-Savings Certificates. What have the War-Savings Certificates cost him? What will be the value of this certificate Jan. 1, 1923? How much of this is interest?

(2) (a) My War-Savings Certificate contains 5 War-Savings Certificate Stamps. How much will I receive Jan. 1, 1923?

(b) How many Thrift Stamps does this amount represent?

(c) If 2 of the War-Savings Certificate Stamps were bought in January, 1918, 2 in March, 2 in August, how much of the amount I receive represents interest?

9. Borrowing and Loaning Money. Advanced Arithmetic, p. 226.

a. Borrowing from individuals. Promissory note; indorsement of a note; negotiable and non-negotiable notes; demand notes; interest-bearing notes.

b. Partial payments—the total number of payments not to exceed three with payments at convenient intervals of three, six or twelve months. Use U. S. rules **only**.

c. Mortgages; how different from promissory note, deed; first mortgage; second mortgage; recording of mortgages; how mortgages are sold; foreclosures; mortgages taken by banks and individuals.

d. Borrowing from a bank; form of a bank note; bank discount; proceeds; **Montana or local method** of computing bank discount. (Inquire at your nearest bank).

Second Half Year

1. **Commercial Discounts.** Advanced Book, pp. 129, 213-218. Auction hand bills, posters, and newspaper advertisements of special sales should be used full as much as the textbook. Commercial discount is one of the principal applications of percentage, so a great deal of practice should be given in finding discounts or amount saved or per cent of discount in buying at sales or auctions, buying in quantities, or paying cash.

Meaning of list price and net price. Study book, implement, automobile, furniture, and other catalogs to find the discounts from list prices. Give children advertisements from newspapers to find the rate of discount or to find the sale price, as:

All wool, silk lined broadcloth coats, in black and green, former price \$80.00. Special price \$45.00.

Children's cheviot and velour coats in all sizes. Former price \$18.00-\$25.00. Special price \$15.00.

or

10% discount on all Linens.

Handkerchief linens, 36 inches wide, marked price \$1.00.

Heavy round-thread linen, 36 inches wide. Marked price \$0.95.

Ecreu round-thread linen, extra heavy, 20 inches wide, \$0.80.

Extra wide Italian linen, ivory and white, 44 inches wide, \$1.50.

Study double or successive discounts given by wholesale companies.

2. **Commission.** Advanced Book, p. 123. Get data from local district and adapt the problems in the book to the local conditions. Are the farmers in the district paying commission agents for storing or selling wool, wheat, hay, etc? Advantages of cooperative associations (cooperative elevators, creameries, etc.). Why has the commission agent or middleman often gotten an unenviable reputation? Need of agents (cooperative or otherwise) to market farmers' products.

3. **Insurance.** Advanced Book, p. 204. Borrow personal and property insurance policies and receipts for premiums from patrons for use in school. Get advertisements of a few reliable companies. From this material make problems that are concrete and personal.

a. Personal insurance as a protection and investment. (See Thomas' Rural Arithmetic, pp. 180-188). Find premiums on term, whole-life and endowment policies. Compare advantages for one who has dependents and one who has not. Compare investment in an endowment policy with the same amount deposited in a savings department of a bank.

b. Property insurance. In studying property insurance, include hail insurance. The following is a statement of the State Board of Hail Insurance.

"The State Board of Hail Insurance will recommend a levy, the maximum of which under the law may be sixty cents an acre on grain crops and twenty-five cents an acre on hay crops, to pay the losses incurred by those who have insured their crops under the state law. Insurance may be taken out on wheat, oats, flax, corn, barley, rye, speltz, alfalfa, timothy, clover, buckwheat and other crops. The amount of insurance to be paid in case of loss will be a maximum of \$12.00 per acre on grain crops and \$5.00 per acre on hay crops. All the money received by the Board in premiums will be used in paying losses, less the expense of carrying on the business of the Board and appraising the damages. Damages will be appraised by county appraisers who will receive \$5.00 a day and expenses whenever engaged in the work. Applications for insurance are received by county assessors, and must be filed before June 1. Premiums are collected by county treasurers when other taxes are collected in November."

Find the premium on hail insurance of certain crops in your district. Find the maximum amount of insurance that will be paid in case a crop is entirely destroyed by hail. Why may the amount of insurance paid be less than the maximum stated? Suggestive problems:

(1) A Montana farmer who has taken out hail insurance with the state had his losses appraised as follows: 10% loss on 40 acres of wheat, 65% on 60 acres of oats. If the insurance pays \$12.00 per acre for total loss, what would this man receive?

(2) In case of unusually large losses, all the money the state collects for hail insurance will pay only 80% of the claim. Under such insurance, how much would the above man receive?

(3) How much would it cost a farmer to insure the following against hail loss at the rate of 60c per acre for grain and 25c per acre for hay: 95 acres wheat, 63 acres oats, 110 acres timothy, 20 acres clover and 35 acres speltz?

(4) How much would it cost if it were only 45c per acre?

4. Taxes and Bonds. Montana School Laws for 1919. Advanced Book, pp. 206, 242. Items needed in this study:

- a. Total assessed valuation of your district and county.
- b. Total bonded indebtedness of your district, if any.
- c. Number of children 6 to 21 in your district and in your county.
- d. Per capita apportionment from the county of the general school fund of 6 mills. (These items may be secured from the county superintendent. It would be a fine lesson in letter writing and language to have one of the pupils write the letter for this information.)

Before using the textbook exercises in taxes, begin the subject by asking the pupils the following questions and similar ones of your own.

Who pays the salary of the teacher? Where is the money obtained to pay the salary? Who pays the salary of the county superintendent? Where is the money derived from to pay her salary? From what source is the money derived to pay such expenses of a district, or a county?

Who pays taxes? Who places the taxes on one's property? How are taxes placed on property? How is the rate expressed?

Where does your father pay his taxes? To whom does he pay them? What has he to show for taxes paid? Have several children bring from home receipts for taxes.

e. How a school district may raise money by bonding; bonds may amount to what per cent of value of taxable property; maximum amount of interest allowed on bonds by law; how often must interest be paid; method of holding a bond election; how bonds are sold; meaning of sinking fund; redemption of bonds; by whom bonds are bought. From county superintendent of schools secure circular of instructions in regard to bonding school districts.

Problems.

(1) How much will Mr. A's school taxes amount to if his property is assessed for \$1715 and his trustees have levied 3 mills special tax in addition to the 6 mill general school levy?

(2) (a) The Grass Valley district has bonded for \$2500 for the purpose of erecting a new school building. Their bonds bear 6% interest. What interest must be paid semi-annually by the trustees?

(b) The assessed valuation of the district is \$80,000. Could the trustees have bonded for a larger amount for their building? What is the legal limit?

(c) Since the trustees sold their bond to the State Land Board, they have the privilege of paying one or more bonds each year. They have bonds of \$300 each, redeemable in 8 years and payable in 15

years. If they wish to pay one bond each year, how many mills must they add to their special levy in order to raise about that amount the first year?

(d) How much will their interest be lessened after they have paid one bond? After they have paid two? After they have paid six?

(e) The Cedar Creek district of the same valuation was bonded for a building for the same amount for the same time and rate as the Grass Valley district, but did not pay off any bonds till the date of maturity. How much interest did they pay in the fifteen years till the bonds were due? How much interest did the Grass Valley district pay? How much better investment did Grass Valley district make?

(f) The Cedar Creek district started a sinking fund during the tenth year of their bonded indebtedness. They set aside \$400 each year for this purpose. How much money had they idle in their sinking fund at the end of the thirteenth year?

(g) Calculate the interest at 6 per cent lost to the district on this sinking fund during the six years it was being accumulated.

(h) How much is Cedar Creek district compelled to raise annually for both interest and sinking fund? What levy must be made for that purpose?

(i) Mr. B. lives in Grass Valley district. His property is assessed for \$2000. How much will he pay toward the interest and redemption of one bond the first year?

(j) A railroad running thru Grass Valley district is assessed for \$42,000. What will the extra assessment for the interest and bond to be paid cost the railroad the first year?

(k) The railroad pays what per cent of the whole of the school taxes of this district?

(l) The levy needed for the support of the school in addition to the regular county apportionment is 5 mills. What are Mr. B's taxes for this purpose? The railroad's taxes for the same purpose?

(m) The county apportionment is \$11.80 per child of school age in the county. There are 23 children of school age in the district. What is the total county apportionment to the district?

(n) Have each child find the total amount of his father's assessable property and compute the amount he paid this year on the interest and sinking fund or on school taxes.

(Note: Teachers should make many other problems basing them upon the actual valuation and assessment of the school district in which they are teaching. Such problems are important. They often show local needs.)

5. Stock Companies. For the purpose of increasing capital and making larger business possible, individuals often combine their funds. Such business associations bear several names, depending largely upon their powers and liabilities of the individuals composing the company. They may be partnerships, corporations, joint stock companies or co-

operative associations. (For definition of capital stock, stock certificates, dividends, par value and market value, see page 237 of Advanced Arithmetic.

The following explanation of the nature of a corporation is taken from Wentworth-Smith Essentials of Arithmetic, Advanced Book.

"Some boys in the eighth grade have organized a baseball club. There are fourteen boys and they pay \$100 for uniforms and \$12 for balls and bats. If each of the boys contributes $\frac{1}{14}$ of \$112, he will contribute \$8, and if they make some money from tickets to the games, each boy will have $\frac{1}{14}$ of the profits after the expenses are paid.

But some of the boys cannot afford to contribute as much as others, so they divide the \$112 in 224 shares of 50c each, and sell to each member as many shares as he cares to buy.

James is one of the chief promoters of the club, and he takes 40 shares, thus making his payment \$20. Fred takes 20 shares, and the others take various amounts.

The first three games draw large crowds, and the gate receipts are heavy. The boys divide the profits according to the number of shares they hold. Fred tries to buy some of the shares that James owns, so as to get more of the profits, but James will not sell for less than 60c a share. He says his stock is now above par.

The boys really formed a *corporation*. The *capital* was \$112. There were 224 *shares of stock*, the *par value* of each being 50c. The profits they divided were *dividends*, and these dividends were so high that the stock went *above par*.

In practical life, men form corporations in this way, only they play the game of business instead of the game of baseball.

1. Some boys organize a tennis club. They put in \$150, and issue shares at 50c each. How many shares are there?

2. If William buys 30 shares, how much does he pay?

3. If Frank buys 30 shares, how much does he pay?"

Cooperative Associations

As cooperative associations are common in many rural sections of Montana the following information regarding their organization and management will be of practical value in many communities.

Montana has a cooperative association law, under which more than one hundred cooperative elevators, about forty stores and twenty creameries are organized. This law provides that three men acting as commissioners, sign a set of incorporation papers setting forth the name of the association, amount of the capital stock, denomination of the shares, term of years for which the company wishes to

incorporate, the location, place of business, the number of directors and the general purposes for which the association is organized. The general purposes should include every form of business in which it is at all probable that the company may see fit to engage during the period of incorporation.

This is sent to the Secretary of State, accompanied by a fee of Five Dollars. If the papers are regular in every respect the Secretary issues a license to sell stock. When ten or more shares have been subscribed, the commissioners may call a stockholders' meeting by giving at least ten days' written notice. At this meeting a Board of Directors should be elected; should adopt By-Laws. A report of this meeting is sent to the Secretary of State, together with another fee of Five Dollars. If everything is regular, a charter is issued, which is recorded with the County Clerk of the county in which the place of business is located.

The advantages of incorporating as a cooperative association, rather than as a joint stock company, are several, from the standpoint of the small investors, viz:

The shares of stock may be classified: for example, First Class, \$50.00; Second Class, \$100.00; Third Class, \$300.00; Fourth Class \$500.00, etc., provided no share can be greater than \$5,000.00. There is no limit fixed by law on the number of classes of shares.

The stock may draw, not to exceed 8% interest. No person may own more than one share, so each stockholder has but one vote.

The dividends, after the interest on the capital stock has been paid, may be divided in proportion to the patronage of each stockholder. For example, at the end of the fiscal year, many of the cooperative elevators pay the stockholders from 2c to 11c a bushel patronage dividends on all the grain sold to the elevator by each member. In addition the law provides that a dividend may be paid to non-stockholders on half as much as to the stockholders, provided it shall apply on a share of stock.

Suggestive Problems

a. A cooperative creamery is organized by five men with a capital of \$6000. A contributes \$1250; B, \$250; C, \$500; D, \$1000 and E, \$3000. At the end of their first year they find that have accumulated a divi-

dend of \$400. Distribute this amount to the five stockholders. Have they received good interest on the money invested? What rate?

b. The second year they declare a dividend of 8%. What did each receive?

c. The third year they earned \$900 and decided to add one-half of it to their capital by the improvement of their machinery and equipment. The remainder was divided among the stockholders. What did each receive?

d. This is a cooperative company. When voting on the question of increasing the capital of this company did E have any more votes upon the question than B?

e. What is the difference in regard to the number of votes of stockholders in a cooperative association and in a corporation or joint stock company? How many votes would E have as compared with B in a corporation?

What is the nearest stock company to your community? Study its organization and methods. Make problems based upon real or imaginary transactions of this company.

6. Miscellaneous Applications of Percentage.

a. Cost of and profits on crops. The following, made out by Wilhelm Rollwitz, a student in the State Normal College are suggestive:

1. A man bought 480 acres of land at \$40 per acre. How much money must he make per year in order to get 5% on his investment?

2. How much will the seed wheat cost him for 300 acres of this land if he sows $1\frac{1}{2}$ bushels per acre and seed wheat is worth \$1.50 per bushel?

3. What will be his total yield if 100 acres of the best land yields 40 bushels per acre and the rest, which is poorer land, yields 20 bushels per acre?

4. What will be his net income from this crop if he has expenses as follows: threshing, 10c per bushel; hauling, 10c per bushel; cost of seed wheat, \$1.50 per bushel; and \$400 of incidental expenses, and receives \$1.40 per bushel for his wheat?

5. What per cent of the first investment is his income, if he counts his work worth \$100 per month for six months?

6. He hires the plowing of these 300 acres done, for fall sowing. What will it cost him at \$3.20 per acre?

7. What will be the cost of fencing this field with barbed wire? He uses 50 spools of wire averaging 90 lbs. per spool and costing $8\frac{1}{2}$ cents per pound, and he uses 960 cedar posts which he buys at 25c each.

8. The next year he seeds 200 acres to alfalfa. He sows 20 lbs. of alfalfa seed per acre and alfalfa seed costs \$22 per 100 lbs. He also spends \$200 for new ditches. What is the total cost of alfalfa seeding?

9. The next year he sows the remaining 100 acres to oats. He raises 70 bu. per acre and it cost him 15c per bushel to thresh and market the oats, and he cuts 200 tons of alfalfa hay which he sells

in the stack at \$10 per ton. His own time is worth \$100 per month and he hires 2 men at \$45 per month. Counting wages for twelve months and deducting \$600 for incidental expenses, what does he make this year?

10. The other 180 acres of the farm are for pasture. What is the average value per acre of his farm now if he values alfalfa land at \$65 per acre, grain land at \$40 per acre and pasture land at \$20 per acre?

b. Depreciation of machinery. Thomas' Rural Arithmetic, pp. 60-62.

c. Labor Problems. Thomas' Rural Arithmetic, pp. 51-54.

d. Farm Animals. Thomas' Rural Arithmetic, pp. 100-108.

7. General Review of Year's Work.

EIGHTH YEAR

To be taken odd years (1919-20, 1921-22) by both seventh and eighth year pupils in schools of five years or more. Stone-Millis Arithmetic, Advanced Book, pp. 1-40, 145-195, 253-260, 280-290.

In order that we may know what arithmetic is actually needed in Montana the teachers are requested to get the cooperation of children and parents in securing accurate data. The matter should be taken up with children and, if possible, at a community meeting. The purpose and method should be carefully explained. On a certain day in the fall the work should begin and at the end of the two weeks, the results tabulated and sent to the county superintendent. As women constitute about 50% of the population of the country it is important that problems of the housewife receive proportional consideration. The following explanation should be considered in making this survey.

*The purpose of this study is to find out by a simple and direct method what mature people are figuring and to get some idea of the amount of figuring which they actually do. The material should be collected by seventh and eighth year pupils and this should be done in such a way as to interest these pupils in gathering data. The following details should be observed:

Every father and mother of a seventh or eighth year pupil in your school should be represented in the final returns. Second, the effort should be made to get this data without particularly bothering or worrying the parents. In the evening after the dishes are washed and the members of the family are together, the pupils should simply ask the mother whether or not she had any use for arithmetic during the day; if so, what? Then note the problem. It may be the buying of so many milk tickets for one dollar, it may be making change in connection with buying some eggs of a neighbor, it may be figuring the bill from the grocery. In each case, the pupil should simply note the arithmetic involved and the statement should appear in simple problem form. No solutions are required. In case of more than one child in the same family, the work could be divided. If the mother reports no use whatever and this continues for the two weeks, card should be turned in just the same giving the name of the person, the occupation and the dates covered.

It will doubtless be more satisfactory if the pupil will note on rough paper and then copy the problems the next day at school under the teacher's direction on one of the regular sheets which give the necessary general data at the top.

Please note that it is particularly desired to get all of the data from every father and every mother and not to get extra data trumped up for the occasion. These directions should be followed and the pupils should be so thoroly instructed that they will get into the game and get things right. If they see the purpose of the study, they will quite surely be interested. They will want to solve problems that actually come up for solution by mature people and they will want, also, to omit problems which do not have any practical value. These are both purposes in which the school is very greatly interested.

(Sample Survey Sheet)
ARITHMETIC USED BY MATURE PEOPLE

Mr. or Mrs.

Occupation

Problems figured during two weeks, following dates

(List problems briefly, do not solve)

*(This survey was prepared by Prof. G. M. Wilson of the State College at Ames, Iowa.)

First Half Year

1. **How to Study.** The following as given for fifth and sixth years should receive even more emphasis in seventh and eighth years. See Fifth and Sixth Years outline, pp. 198, 199.

- a. Creating an atmosphere for study.
- b. Putting problems on paper.
- c. Solving abstract problems.
- d. Interpretation of three- and four-step problems.
- e. Estimating answers.
- f. Checking work.
- g. Judging problem material.
- h. Illustrating problems.

2. **Review Decimals.** United States money, decimal in the quotient in long division, averages with a decimal in the answer. So far there are practically no other uses for decimals. The emphasis on United States money can hardly be overworked as it has been found in surveys that 95% of all problems done by farmers were in buying and selling. It remains to be seen what uses the Montana farmers and farm wives have for arithmetic.

3. **Review Common Fractions.** See Sixth Year outline. **Relearn** as well as review, if necessary. Keep the fractional work rational. There is no excuse for taking difficult fractions that few people have occasion to use, even tho the children are able to do difficult ones.

4. **Review Per Cents and Fractional Equivalents.** See outline for Fifth Year, p. 201. Advanced Arithmetic, pp. 105-113.

5. **Records, Accounts, Inventories and Budgets.** Thomas' Rural Arithmetic, pp. 109-121, 213, 214.

a. **Records.** See Agriculture Course of Study on corn poultry, potatoes, etc. Records of club projects to show the cost of an acre of potatoes, corn, etc. See club bulletins for models. Egg records, daily and monthly. The daily egg record sheet should be made by the children to post in the

poultry house, the number of eggs gathered each day being recorded at the time. The monthly egg record is not so simple, as it should include a record of eggs gathered, number sold with prices, expenses and gain. The following may be used as a model.

Egg Record

Month	Eggs Yielded	Sold	Received	Expenses	Gain
Jan.	12 doz.	5 doz. @ \$0.55 4 doz. @ .52	\$2.75 2.08	?	?
Feb.					

b. Accounts. Personal, household, crop and labor accounts. Teach value of keeping accounts, what an account includes, technique of heading, ruling, abbreviating, capitalizing, etc. **Accuracy in balancing should receive much emphasis.** The following is an accepted form. Note how the account is balanced.

Household Account

Date	Items	(Dr.) Receipts	(Cr.) Expenditures
Jan. 1	To Bal. on hand last month	\$12.50	\$
Jan. 3	By Postage stamps		.30
Jan. 7	By Church		1.00
Jan. 10	By Cloth for dress for May		3.75
	By Pattern for dress for May		.15
Jan. 18	By 1 doz. Oranges		.40
	By 6 boxes Cereals		.75
	To 5 doz. Eggs	2.50	
Jan. 25	By 2 pairs Rubbers		1.50
Jan. 31	Balance on hand		7.15
		\$15.00	\$15.00
Feb. 1	By Bal. of cash on hand	7.15	

Encourage girls to keep household accounts for the mother and boys to keep crop or other farm accounts for the father. (See Thomas' Rural Arithmetic; pp. 109-121).

For other forms of household accounts see Thomas' Rural Arithmetic, p. 213. How balance such an account? How balance crop accounts.

c. Inventories. Take an inventory of the school, the farm, the home, (Thomas' Rural Arithmetic, pp. 109, 115-119). Many implements and seed companies, banks and other business firms give farm inventories and account books away as advertisements. If possible secure enuf of these for the class. As farm and household bookkeeping is one of the most important subjects of the eighth year, it would be well to spend two or three weeks on this subject.

d. Budgets. A budget is an income or sum of money proportioned in advance. It is "spending on paper" before the money actually passes thru the hands. In this day when the world is urging economy it is necessary to plan expenditures in advance. Budgets are usually divided under the following heads:

- (1) Shelter: rent, repairs, insurance, taxes on property.
- (2) Food: all groceries and meats not raised at home, meals taken away from home.
- (3) Clothing: all materials and articles of clothing, mending supplies, dressmaking or tailor, clothing repairs.
- (4) Operating expenses: service, laundry, light, heat, telephone, house furnishings.
- (5) Savings: payment on property, endowment or life insurance, bonds, savings account.
- (6) Benefactions: church, charity, Red Cross, war relief.
- (7) Advancement: books and periodicals, education, music lessons and musical instruments, lodge or club dues.
- (8) Miscellaneous: gifts, health (physician, dentist, medicine), vacations, travel, amusements, luxuries that are not advancements.

The household account book should be the basis of the budget. Itemize under each heading the expenses as estimated, getting data from the patrons of the school. The following budget is the work of Marguerite Kirk, a student in the 1917 Summer School of the State Agricultural College of Montana:

BUDGET

Family of five living in the country on an income of \$900.00.

Food.		
Groceries	\$225.00	
Meat	25.00	
		\$250.00
Clothing.		
Mrs. L.	55.00	
Mr. L.	40.00	
John L., age 7 yr.....	20.00	
Mary L., age 9 yr.....	25.00	
Baby L., age 18 mo.....	10.00	
		150.00
Insurance and Taxes.		
Insurance on property.....	25.00	
Taxes	50.00	
		75.00
Recreation.		
Travel	25.00	
Theatre	5.00	
		30.00
Shelter.		
Repairs for house and barn.....		35.00
Fuel.		
Wood	15.00	
Coal	40.00	
		55.00
Benefactions.		
Church	25.00	
Donations to poor neighbors.....	10.00	
Red Cross and war relief.....	15.00	
		50.00
Higher Life.		
Entertaining	10.00	
Books	5.00	
Education	25.00	
Magazines	10.00	
		50.00
Incidentals.		
Christmas presents	15.00	
Doctor and dentist bills.....	25.00	
Ford car expenses during summer months	50.00	
		90.00
Savings		115.00
		\$900.00

Explanation of Budget. I am presupposing in this Budget that the family L. live in the country in a five room house. The allowance for groceries does not include vegetables, small fruits, pork, chicken, or milk products, all of which are raised on the farm. Mrs. L. makes

her clothes and those of the children. She buys one good suit a year for \$25.00 when prices are reduced. She makes over her old suits into warm school dresses for her daughter. Mr. L. buys his wood standing and cuts and hauls it himself. He puts up his own ice. The children's textbooks are furnished by the state, so the allowance for books is not meant to include textbooks. The allowance for education is used chiefly by Mr. and Mrs. L. when they attend Farmers' Week at the Montana State College.

Secure from the county superintendent of schools a school district budget form. Use as a class exercise.

6. Bills, Invoices and Receipts. Teacher and pupils should make a collection of all kinds of bills and invoices as models. Study the technique—heading, ruling, capitalization, etc. Why should farm people know how to make out bills on blank paper? How receipt a bill? Write a receipt for a tenant farmer, school janitor, dressmaker, hired man. Difference between bill and invoice. Importance of reading a paper carefully before signing it. What is a bill of lading? Who is the consignor? The consignee? Get a copy of a bill of lading from the nearest freight house. If the school earns money by means of entertainments, manipulate the business side so that children will have as many actual experiences as possible. If anything is sold, have children make out the bills to trusted customers and, after the bills have been paid, have the school treasurer, elected by the class, receipt them.

7. Parcel Post and Money Orders. (Thomas' Rural Arithmetic, pp. 34-37). Find cost of marketing eggs, vegetables, small fruit, poultry, to nearest town; to other parts of Montana. Compare express and parcel post rates from the district to different parts of the country. Secure money order blanks and teach children how to make them out.

8. Ratio and Proportion. Advanced Book, pp. 253-260. Thomas' Rural Arithmetic, pp. 86-99. Only the simplest work should be given. Omit terms antecedent and consequent, means and extremes. Little time should be spent on proportion. Children have learned in the fifth and sixth years to solve the same type of problems by comparison, which is as easy as proportion. There is a question whether it is worth while to break the habit established in order to teach a new method which is only slightly easier, if any, than that of comparison. Very few people use proportion

after they leave school. In a recent Iowa survey of 13,800 problems reported by adults of many professions and trades, only 77 were in proportion and 76 of the 77 from one town. For information teach the meaning of the following: Nutritive ratio of the dairy ration is 1 : 6; proportion of materials in mixing concrete is 1 : 2 : 4. (See pp. 94 and 208 in Thomas' Rural Arithmetic and p. 177 of this curriculum).

9. Square Root. Advanced Book, p. 178. Mature people have occasion for square root in finding the length of one side of a square field when the area is known, in finding the height of trees from shadows cast, in finding diagonal of square fields, in finding the dimensions of a silo to hold a given amount of silage, etc. When children learned the multiplication tables they learned the square of numbers thru 12 and the square root of perfect squares thru 144. These should be reviewed and the squares of 20, 30, 40, etc. learned as well as the square root of their answers (400, 900, 1600, etc.). In finding the square root of imperfect squares, carry the answer to two decimal places only. It is not worth while to explain the process, the explanation being more complex than the process itself. Teach the square on the hypotenuse, not as a new subject, but one of the applications of square root, approaching the subject by means of drawings in finding the length of a diagonal across a square field. The following problems by Supt. Slater of Harlem suggest practical applications of square root:

- a. What must be the diameter of a tile drain so that it will have a cross section area of 6 square inches?
- b. What length rafter will be required for a $\frac{1}{3}$ pitch roof on a house having a run of 9 ft.?
- c. What length rafter will be required for the lower hip of a barn where the run is 8 ft. and the rise 10 ft. allowing for a 12-inch lookout?
- d. A barn is 28 ft. wide and 24 ft. in height. What length timbers are required to cross brace it?
- e. What length board for diagonal^{*} brace on a gate 12 ft. long by 5 ft. in height?

Second Half Year

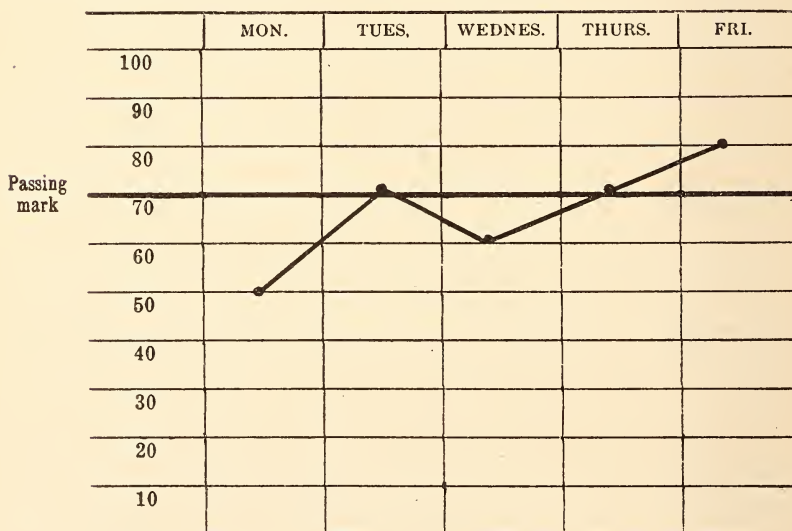
1. Graphs. Study the graphs in Tarr and McMurry's Geography, Second Book, pp. 400-412. Graphs are commonly used in agricultural bulletins, farm journals, and textbooks to record statistical data. Children should make a collection

of graphs and interpret them. Apply their knowledge of graph making in recording the chest measurements in hygiene, the distances or time made in relay races and other playground sports, the spelling record of individual pupils for one month, the record of both individuals and classes of the last standard test in arithmetic, the amount of wheat (or other crop) raised by different farmers in the community, and egg records for a given time. Squared paper may be used for this. The following suggests two kinds of graphs that may be used. Teachers and pupils should originate or adapt other forms.

a. Average term of Occupancy of a Farmer.



b. Arithmetic Record of John Doe.



2. Mensuration.

a. Thomas' Rural Arithmetic, pp. 41-44, 74-77. Review rectangles, parallelograms, triangles, cubes. (See Sixth Year outline.) Apply these problems to new situations—finding the capacity and dimensions of, or number of bushels in bins, corncribs, wagon box and freight cars.

b. Measuring hay in ricks and stacks. Measuring actual stacks in the community. Compare the amount estimated by pupils with the amount estimated by the owner. Estimate amounts in (1) round and (2) rectangular stacks. Estimate amounts in stacks of (1) timothy

and (2) alfalfa hay. In connection with the measuring of haystacks study the amount of hay needed and the cost of feeding horses and cattle. (Thomas' Rural Arithmetic, pp. 80-84.)

c. Silo, cylindrical tanks, etc. Principles of the silo, kinds of silage, advantages, kinds of feed made into silage. (Thomas' Rural Arithmetic, p. 84.) Find capacity of silos. This is the first use that children probably have had for finding area, circumference and diameter of a circle so this is the place to teach these principles. Dimensions of silos necessary to hold a given amount of silage, filling silos.

Dimensions, capacity or cubical contents of cream cans, oil tanks, cisterns, standpipes, trees, barrels, cylindrical collar boxes, etc. Omit pyramids, triangular prisms, spheres and cones.

3. Building Problems. Thomas' Rural Arithmetic, pp. 153-171. Review board measure and method of writing and figuring bills of lumber. (See Fifth Year outline). Consult local carpenters as to their methods of solving building problems and compare with those of a textbook. Methods used by practical people are often much simpler than those found in a book and if commonly used are preferable to book methods. It often happens that in consulting several carpenters, it is found that no two use the same method and that answers may vary a good deal. In that case it may be best to use the method in the textbook.

Take advantage of building activities going on in the community. It may be found that one farmer is laying a new floor to his barn, another is putting on a porch to the house, a third is putting in a cement foundation to a building. The arithmetic for these activities should be done in school. Study terms used in building: sills, studs, girder, plate, floor joists, rafters, beams, overhang, tongue and grooved boarding, roof pitch, two-by-fours, etc. Take note of these in any building going up in the community. Illustrate by drawings. Make building booklet. Include in this illustrations and problems of work done in school. Show floor plans, front view, kind of roof, etc. of buildings with bill of lumber for same. Show by drawings how weather boarding and shingles are laid, how floor boards fit, how a carpenter cuts rafters. Include in the booklet drawings (to a scale) of floor plans for a convenient kitchen, a well arranged farm house. (For house plans, see Thomas' Rural Arithmetic, p. 157, old numbers of Ladies' Home Journal, Hunt's Community Arithmetic, books of house plans, etc.).

a. Get out a bill of lumber for a homesteader's shack, granary, or hen house. How many sills needed; size of sills; length for most economical use; show by a sketch how sills are joined at the corners. Number of girders; size, length. Make a drawing to show where laid. Floor joists; studs; plates. Kind of boarding. How estimate amount. Flooring. How estimate amount. Pitch of the roof; kind of roofing; length of rafters; make a drawing of the roof. Shingling; how estimate amount needed. Write the bill of lumber for this shack. Compute cost at local prices.

b. Find from nearest hardware dealer or carpenter how to estimate the amount of hardware needed. Make out an order for hardware. Find cost.

c. Compute amount of lumber needed to board sides of a hip roof (trapezoid) and ends of the same roof (triangle.) Drill on finding area of trapezoid.

d. Collect pictures of simple farm houses or cottages. Compute amount of lumber needed and cost of a porch added to a farm house, similar to one given in one of the pictures; a gable window; a summer kitchen.

e. Find from the nearest painter or paint dealer how to estimate amount of paint used for the first coat; second coat; amount of stain for house and roof. Compute the cost of painting the school house (interior; exterior); farm house in the community.

f. Concrete construction. Cost of laying a cement walk from the school house to the road; formula in mixing cement. Cost of concrete posts around a field in the community. Compute amount of cement and cost of a silo. Compute cost of basement wall of concrete blocks.

4. House Plans. Draw to a scale floor plans of a model farm kitchen. Show best arrangement for light, for convenience to dining-room; arrangement of built-in cupboards. Best size for average family. Figure cost of furnishing a farm kitchen. Draw to a scale floor plans of a small farm house. Show proper lighting, cross ventilation in kitchen and bed-room, best arrangement to save work for house-keeper. Plan bath-room for a farm house. Compute cost. How much increase in a certain crop necessary to pay for installing a bath-room.

5. Metric System. Advanced Book, p. 280. Not much time should be taken for this subject—just enuf so that children will read intelligently newspaper and magazine articles that make reference to this system. Show them how simple the metric system is and lead them to see how desirable it would be for the United States and Great Britain (and a few other nations) to adopt the system along with most of the European countries, South America and Mexico.

By comparison with our system of measurements, find how far a railroad journey of 75 kilometers from Paris would be; find the size of 42 centimeter gun; find the weight of a parcel post package weighing a kilogram in France; etc. The World War and our increased commercial dealings with South America have made these terms rather common.

6. Travel. Thomas' Rural Arithmetic, pp. 142-152. Use time tables of the three or four principal railroads of Montana. Plan routes and cost of vacation trips. Read Time tables; when read down, when up; meaning of heavy type; light type. Notice changes in time in going from Montana to Seattle; Montana to Chicago. Study reasons for changes in time. Study Standard Time belts. Why are the summer evenings longer in western Montana than eastern Montana, shorter in western Montana than eastern Idaho? Study Longitude and Time for information **only**. Give only a few of the simplest problems.

7. Farm Problems. Sets of farm problems made by the teacher and pupils, similar to those given under fifth, sixth, and seventh year outlines. Local industries and activities will determine the nature of the problems. The following are suggestive: 25 problems on the use of farm machinery, cost, depreciation, care; 25 problems of flax raising; 25 problems on homesteading; 25 problems on potato raising; 25 problems on feeding hogs, etc.

8. Problems Without Numbers. There should be a few problems without numbers in connection with each topic studied and again at the end of the year for general review.

HISTORY

A. GENERAL SUGGESTIONS

Aims in Teaching History

To prepare children for intelligent citizenship in our democracy.

1. *By giving them a true knowledge of the vital facts of our national life.*
2. *By training them to think of the larger events and more pressing issues of the day in the light of their historical past.*
3. *By explaining how the world's liberty loving people have advanced to their present freedom.*
4. *By making them eager to contribute their part to the great world movements.*

Historical Values

History is the story of man in his continuous struggle for a larger, freer, and happier life. It deals with the life of a people., and moves forward toward institutional freedom. It aims to awaken interest in past events, to arouse worthy ideals and to develop a strong moral character devoted to the service of mankind. It fosters that spirit of patriotism which puts right above might, and produces a more unselfish, social individual.

History is of value to the extent that it explains the present and teaches us lessons in the conduct of life. A state, a church, a town, a flag, an immigrant, a holiday and many things in our racial inheritance are explained by history. To understand public discussion upon our national and international problems today we need history. To satisfy our human interest in the achievements of our fathers, whence we came and what we have inherited from them, we need history. Life is at the basis of all history. A study of the noble, worthy deeds of great men and women and the achievements of nations in any age, gives lessons of "loyalty and duty to the nation, a desire for service that neither doubts, nor counts the cost, nor asks recognition, a service that means sacrifice."

Primary History

There seems to be no good reason for separating history from language, geography and industrial arts for the first few years. There is greater unity of work if those subjects

with nature study are grouped under one head, each one supplementing and reinforcing the others. It has seemed best to include the history for the first four years in the Language curriculum for the sake of such unity.

Thru story telling, dramatization and construction the children are introduced to the fascinating tales of pre-historic peoples and Indian life the first and second years. In the third and fourth years, in an informal way, they become acquainted with the customs of the Bible peoples, the Egyptians, Greeks, Romans and Norsemen. Later these stories should become a background for their European and American history and the concepts gained in the first four years would be drawn upon in introducing more formal history work.

Intermediate History

Stories of Leaders

The work outlined for the fifth and sixth years is largely biographical in nature. The main facts of history are grouped about the lives of great leaders. The story element is dominant. The reproduction of stories read and heard should feature the work of the class periods. The child should be led to reproduce interesting parts of the story in his own words, and if possible, before a class audience or the whole school. Teach the child how to tell the story so that it may be as interesting and profitable as possible to all the members of the class. The teacher should also train herself in the art of good story telling, for it is largely as we show children how to tell stories that they learn from us.

After the story has been told, skillful questioning will help to bring out all its essential points. Children should not be permitted to memorize the text for story telling. The text and supplementary or library books are to be used as historical readers only. Encourage children in the free expression of their thoughts while telling the story. At the same time it is exceedingly important that children express themselves well. As in language and spelling, so in story telling in history, proper **articulation** must receive constant attention. A story well told, in clear well formed tones, is received by the class with interest, even if it is lacking in other things.

References:

Bryant, How to Tell Stories to Children.

Kendall and Stryker, History in the Elementary School, Chapters II, III.

Stories of the People

In teaching history thru story and biography it should always be emphasized that true history is made by the life and labors of the masses; "by the labors, sacrifices and ideals of millions of men, women and children unhonored and unsung in the ordinary books. That is the essence of democracy." (Beard and Bagley, History of the American People, preface). If our children are to become patriotic, intelligent citizens and efficient in service to mankind, they must learn the lessons taught by the achievements, traditions and ideals of the past. Children should be so taught as to receive this important lesson for democracy.

Story History

The fifth year outline covers the story history of our country. The work of the sixth, seventh and eighth years makes a continuous story for ancient times to the present. The sixth year is devoted to stories of the people and nations of Europe. We must know something of the story of our ancestors in Europe and of the heritage we have received from them, if we are to understand our country and how it came to be what it is. We have taken on new duties and greater responsibilities as a people and nation in teaching lessons of democracy and of the rights of all people. The need for grade children to acquire some knowledge of history of Europe has perhaps never been greater.

Historical Readings

History is rich with material for study. One book out of every ten published in 1913 was history. Historical books should be supplied for children to read extensively and to obtain a rich historical experience.

A selected list of history story books for the primary grades is given in the Language curriculum. In the outlines of this course reference is made to a number of well selected books for each year. Until there is a state adopted textbook for European history the work must be taken from supplementary history books in the library. For ready reference in the sixth, as well as in other years, it is advis-

able to secure at least one copy of each of those that are starred (*). With proper exchange of such books it is possible for a class to find the desired information.

Methods in Teaching

Interpretation

There should always be a true, fair and just presentation of historical matter. If this is not done, how can we expect adequate appreciation or just condemnation? History becomes alive when the present-day issues are interpreted justly in the light of their historic past.

Relative Values

Such a presentation of historical matter emphasizes and impresses the relative importance of topics. They are not all equally important in explaining present issues in our democracy. The dates for settling Virginia and Massachusetts are not so important as the significance attached to the character of the settlers, to the objects of their coming and to the principle guiding their colonial development.

Worth-While Questions

To evaluate topics properly children should be led to ask thoughtful questions. If teaching develops intelligence rather than crams children's minds with facts, thoughtful questions will constantly be asked. "How long is a knight's spear?" "How large was Columbus' ship?" "What happened next?" These are honest and intelligent questions, questions well worthy of answers. They show a mind active and eager for accuracy, for definiteness. Children hunger for details. They reason inductively. It is the vivid image that stirs them to make a generalization. I never saw a generalization stir them to anything but revolt." (Hall, *Our Ancestors in Europe*).

Problem Topics and Outlines

There is possibly no better method for study and class work than the topical method so modified as to give rise to problem questions. Children and many teachers will not be able to make a wise selection of topics without study. It requires careful consideration of such questions as:

Is this topic or problem an important one? If so, why? Where can information in regard to it be found? What ideas or headings in gathering data are worth noting? How shall those accepted be stated?

Is there a problem or only a question? "What are the beliefs of the Republican Party about the tariff?" is only a class question. To ask, "Why have the two great political parties in the United States always differed about the tariff?" is a problem.

Pupils should select for reading only such things as help them in finding what is wanted—the leading thot, causes giving rise to situations, ideas and incidents that present real life conditions, the effect or result and all points of interest which help to make the meaning clear.

The topic may be developed and arranged in the form of an outline by the pupils. Special training in outline making should be given.

The following outline (*) made in a class recitation was to show the causes of the war with Mexico. The children arranged the topics in the order they considered the most historical, one member of the class writing the topics on the board as they were formulated.

The Story of Texas

- A. Why the South needed more land.
 - 1. What the cotton gin had done.
 - 2. Westward expansion.
 - 3. The Missouri Compromise line and the slave-owners.
- B. How the people felt about slavery.
 - 1. The feeling in the South.
Reasons for slavery.
 - 2. The feeling in the North.
Some opposition to slavery.
The Abolitionists.
- C. How Texas became independent.
 - 1. Texas a state of Mexico.
 - a. The Americans in Texas.
 - b. The discontent of the Americans.
 - 2. Texas declares her independence (1863.)
Her struggle with Mexico.
What General Sam Houston did.
 - 3. Texas becomes an independent state.
"The Lone Star State."
- D. How Texas entered the Union.
 - 1. Texas applies for admission.
 - 2. The struggle between the parties.
Causes of the dispute.
Slavery and the boundary claims of Texas.
 - 3. How Texas was admitted (1845.)
 - a. What Tyler did.
 - b. What Polk did.
- E. Why Texas caused the war with Mexico.
 - 1. What Texas claimed.
 - 2. What Mexico claimed.
 - 3. How the war came about.
 - 4. Was the war just?

*(Taken from Kendall and Stryker, History in the Elementary Schools, Houghton Mifflin Co., Boston, Mass.)

Outline Study of LaSalle on the Mississippi River*LESSON I.**

Introduction: Review questions on Joliet's expedition. The move for France. "Should you like to hear of some of the adventures of the man who attempted to explore and take possession of the land (Mississippi basin) for France?"

Problem: To learn of LaSalle in the Mississippi Valley.

Topic: Early life, reasons for coming to Canada, his plans, his journey.

Assignment: Draw map of Great Lakes, showing LaSalle's journey to Marquette's Mission. Why was LaSalle most anxious to make friends with the Indians? Why was LaSalle anxious to build a boat?

LESSON II.

Problem: To learn of LaSalle's adventure after sending the Griffin off to Niagara.

Topics: LaSalle's trip down lake to St. Joseph river.

Waited until December to return to Griffin.

Made his way to Illinois river.

Sailed down Illinois river to Indian village.

Treatment by Indians—at first very kind; later suspicious of LaSalle.

Fort Crevoceur built.

Trip to Fort Frontenac for rigging.

Supplies secured at Montreal.

Assignment: Why was Fort St. Louis named Crevoceur or Broken Heart? Tell about LaSalle's trip to Montreal for the rigging. Why were the Indians justified in becoming suspicious of LaSalle?

LESSON III.

Problem: To learn if LaSalle reached Crevoceur with the supplies and if they aided him in reaching the mouth of the Mississippi river.

Topics: Return to Fort Crevoceur and what LaSalle found there.

Journey continued down the Mississippi.

Return to Fort Frontenac.

Started again for mouth of Mississippi river.

Reached the mouth of the Arkansas; the Mississippi.

Claimed entire Mississippi valley for France.

Named the territory Louisiana.

Assignment: Tell about LaSalle's journey from Fort Frontenac to the mouth of the Arkansas river. Why would the white people be glad to have the village of Illinois Indians so near them?

LESSON IV.

Problem: To learn if LaSalle succeeded in planting a colony at the mouth of the Mississippi river.

Topics: Attempt to plant a colony.

Permission granted by the King of France.

*(Outline adapted from the Baltimore County Course of Study.)

Attempts to reach the Mississippi by way of the Gulf of Mexico.
Passed mouth of the river.

Colony established on coast of Texas.

Second attempt to find mouth of river.

LaSalle's death.

Work of LaSalle.

Assignment: Why is LaSalle's name famous in history? Why was it so much easier for him to pass the mouth of the Mississippi than for ships today?

Concrete Teaching

Picture Study

Study pictures in historical readers and textbooks. Encourage children in making collections of pictures of past conditions and events. Some of these can be used for the history booklet in fifth and sixth years. Often children bring from home such pictures as may be useful in class work. Other aids in this connection are Perry or Brown pictures, moving pictures of an educational nature, and stereoscope with well selected views to accompany it. Post cards often show valuable historical scenes. Send to historical places such as the Betsy Ross House, Philadelphia for one-cent post cards of historical Philadelphia.

Maps

Children should acquire the map habit. There should seldom be a history lesson without a wall map, black-board outline map made by the teacher, or a pupil's outline desk map. Maps in the text or in geographies should be used during study. Physical maps are helpful in explaining geographical influences, a point which needs to be emphasized. Have pupils make maps using transparent paper, for tracing routes, showing states adopting woman suffrage or prohibition, etc. This can take the place of outline desk maps, which can easily be purchased for this work.

Local Tradition and Stories

Men and women in the community who have taken part in significant events may be asked to contribute to history by telling their experiences to children at school entertainments on parents' day or at Friday afternoon programs.

Booklets and Notebooks

Pupils should be taught to make history booklets and notebooks. These may contain such things as, brief outline of the main points of a story; three-hundred word biographies

of several of the most important characters; sentence stories summarizing things learned; illustrated sketches of selected pictures with appropriate remarks about each; well selected quotations or historical sayings found in readings; clippings of historical events taken from current newspapers or magazines.

Relation to Other Subjects

History Inseparable from Geography

The influence of the earth's physical features on the history of a people is so important that it deserves the attention of the class constantly. New England as an isolated region developed a type of people all its own. Physical conditions fixed slavery in the South. People followed the rivers in coming west, and the first homes were on the banks of rivers. Montana railroads follow the river valleys. Elevation, climate, topography and soil are influences that determine the welfare and achievements of people in our state. In every period of American history the question, why people do as they do, must be answered in part by geographical conditions.

References:

Bingham, *From Trail to Railway*.

Bingham, *Geographical Influences on American History*.

Common Aims of History and Civics

Both history and civics prepare children for intelligent citizenship. Many facts of government are bound up with problems in history. It is impossible for children to study civics disconnected from history. The constitution and its amendments are as much history as civics. Civil Service regulations cannot be studied apart from the history of the spoils system. The process of securing a prohibition amendment to the constitution is closely linked with history.

Language

Children's attention should be called to songs, poems and speeches commemorating or describing historic events. Historical characters can be impersonated thru dramatization or pantomime.

The making of booklets and notebooks is as much language as history. Such an historic situation as, "With Washington at Valley Forge," makes a good topic for oral or written composition. History and civics offer many sugges-

tions which make for live debates. Topics in history, facts not so interesting in themselves, modern questions before the nations, state or community may be made subjects for debate. In addition to those given in the course, the following are suggestive of the type of problems that may be used. Resolved that:

All people are not getting the education they need.

The liquor traffic should forever be abolished.

The women of our country should have equal political rights with men.

Immigration should be restricted.

The President should be selected by popular vote.

The high cost of living should be reduced by government control.

Hamilton rendered greater services to the nation than Jefferson.

Amusements and sports are essential to success.

There should be no more kings nor queens.

The American Revolution made the Thirteen Colonies safe for democracy.

The Monroe doctrine has made the American continent safe for democracy.

The League of Nations will make the world safe for democracy.

The History of Agriculture

In every community some attention should be given to the history of agriculture. Topics bearing on agriculture are suggested thruout the course. Textbooks and library books contain material that should be used to give children an historical experience of this, the "Most ancient of the arts and the youngest of the sciences". If the teacher has Cubberley's Rural Life and Education, she will find it contains four periods of agricultural development in the United States quite agreeing with the periods given in this outline. Wilson's Evolution of the Country Community is another book treating of agricultural history. According to the last report of the U. S. Bureau of Education, most of our people are living in farming communities and still we find little attention given in our schools to the development of this dominant industry. Teachers should emphasize the achievements of people on the farms, in every age of the world's history.

Historical Plays and Pageants

Put history into action wherever possible. Have pupils improvise plays, dramatize scenes, impersonate speakers. Let larger children work out scenes and plays from their history lessons, such as, Pilgrims going to church, Raleigh

and Queen Elizabeth, the Spirit of '76, the birth of our flag, signing the Declaration of Independence, Washington's farewell to his soldiers, boyhood life of Lincoln, an Indian war dance, Lewis and Clark in Montana, a colonial fireside, pioneer life in our home country. Between scenes at the play appropriate music or a simple account of the story may be given. These plays should be made an outgrowth of the regular school work. For anniversary or special day programs a pageant might be worked up, members of the community helping. Illustrations from library books suggest simple costumes; occasionally accounts of pageants and plays appear in magazines and teachers' journals. The language course contains suggestions that should be correlated with historical plays. The following program is taken from Chubb's *Festivals and Plays*:

Patriots' Day Festival

I. The Lewis and Clark Expedition.

Scene 1. Departure from Washington.

Scene 2. Camp at the Forks of the Missouri.

Song—Old Irish Ditty—"Cockles and Mussels."

Scene 3. Wintering at Fort Clatsop.

II. Settlement of the West.

Scene 1. Panning for Gold.

Scene 2. Making a Home.

Scene 3. The Ranch.

Song—Early Song and Jig—"The Girl I Left Behind Me."

III. The West of Today.

Scene 1. A Western Newspaper Office.

Scene 2. Homage to Those Who Dared.

Song—Patriotic Hymn—"A Vow."

Interspersed between the scenes will be patriotic songs by the whole school.

Holidays

These days should not break the continuity of the history program. The history course should be made to contribute to the holiday and determine the character of the celebration. If studying Rome at Thanksgiving time, let children play "How Romans gave thanks to their gods," which can be used in contrast with our own. Teachers without reference material on this may be able to weave into the course an imaginary situation for dramatizing, based upon a general knowledge of Roman religion and customs.

Reference:

Books of Days, 2 Vols., J. B. Lippencott Co.

Dates

At the close of each year's study a few significant dates should be known. Dating an event by approximation, in relation to other events in point of time, should happen continuously. For example, Clay, Calhoun, and Webster were born within a few years of each other and all died about the same time; the settlement of Montana and the Civil War began at the same time; the French Revolution occurred the first years of our national life.

Wars and Conquests

Study these to understand the great movement in history, the struggle between right and might, the evolution of freedom. In each one give time for nothing more than:

Geographical setting.

Remote and immediate causes.

Nature of military problems each side faced.

Resources for each side.

Plans and campaigns undertaken.

One typical battle studied; some other important battles mentioned.

Turning point of the war.

Immediate and remote results. Lessons taught.

Cost of war.

The cruel, brutal, exhausting and sordid side of the war as well as the heroic and romantic should be brot out.

Current Events

Current events is a part of history. Daily papers and magazines are constantly presenting the events of the hour and the problems before the people. Children should be trained to select those events worthy of presentation and to give in class brief discussion with possible consequences. The school should be supplied with a few good papers and magazines; such as,

Current Events, Current Events Pub. Co., Chicago.

The Pathfinder, Washington, D. C.

Literary Digest.

The Review of Reviews.

World's Work.

B. COURSE OF STUDY

FIFTH YEAR

(Even Years, 1920-21, etc., in one-teacher schools using the alternation plan.)

Aims of the Year

1. *To awaken interest in the noble deeds and great achievements of men and women in our country.*
2. *To develop the imagination thru vivid description of scenes and events.*
3. *To create a love for historical readings.*
4. *To create such ideals of life and action as prepare for intelligent citizenship.*

Reference Books for fifth year

*Mace, Primary History Stories (Textbook.)

*Baldwin, Lafayette, The Friend of American Liberty.

Four Great Americans (Washington, Franklin, Webster, Lincoln.)

Four Great American Poets (Bryant, Whittier, Longfellow, Holmes.)

Beebe, Four American Naval Heroes (Jones, Perry, Farragut, Dewey.)

Blaisdell and Ball, Hero Stories from American History.

Eggleston, Stories of Great Americans for Little Americans

Gordy, Our Patriots.

Gordy, American Leaders and Heroes.

*Guerber, Story of the Great Republic.

*Guerber, Story of the Thirteen Colonies.

Hebard, Pathbreakers from River to Ocean.

Kingsley, Lewis and Clark (good small story book.)

Kingsley, Four American Explorers.

*Judson, Montana, The Land of Shining Mountains.

Mace, Little Lives of Great Men (Lincoln, Washington.)

*McMurry, Pioneers of the Rocky Mountains.

*McMurry, Pioneers on Land and Sea.

*McMurry, Pioneers of the Mississippi Valley.

*Mowry, American Inventions and Inventors.

Perry and Price, American History, Books I, II.

Perry, Four American Pioneers (Lewis and Clark, Fremont.)

*Pratt, American History Stories (4 vols.)

*Starr, American Indians.

*Stone and Fickett, Everyday Life in the Colonies.

Southworth, Builders of Our Country, Vols. I and II.

(*Referred to in the Outline of the Course of Study.)

FIRST HALF YEAR

Finding a New World

Simple stories of exploring expeditions. Ambitions and motives of explorers; their crowning adventure and marked achievements; effect of their discoveries upon their home countries and upon Europe. Was their treatment of Indians always justified? Contrast it with that of America's today.

1. By the Northmen

As the story was lost, America was not affected by it.

2. By the Spanish

Story of Columbus—boyhood, right ideas of the world, appeals for help, first voyage, perseverance and bravery on an unknown sea, death, value of his voyage to Spain. Stories of the discovery of Florida, the Pacific ocean, the City of Mexico, riches in Peru, the Cliff Dwellers of New Mexico, the "Father of Waters." First voyage around the world. Result in Spanish-American countries.

3. By the English

How did England check Spain's progress? Stories of discoveries by the Cabots; by Drake, Queen Elizabeth's sailor; by Raleigh, her favorite courtier. Which one do you most admire? Why?

4. By the French

Stories of the discovery of the St. Lawrence and Lake Champlain. Compare the French treatment of the natives with that of the Spanish.

Discovery of the Hudson.

5. By the Dutch

References:

Mace, *Primary History Stories*, pp. 1-54.

Gordy, *American Leaders and Heroes*, pp. 1-41.

Guerber, *Story of the Thirteen Colonies*, pp. 1-86.

McMurry, *Pioneers of the Rocky Mountains and the West*, Chap. VII, VIII.

McMurry, *Pioneers on Land and Sea*, pp. 1-67, 122, 226.

Pratt, *American History Stories*, Vol. I, pp. 1-96.

Making Homes in the New World

Stories of how groups of freedom loving Europeans came to America to live and govern themselves as they chose. How the prosperity of a colony depended on the cruelty or kindness of the leaders; the ability to provide food, clothing and shelter; the treatment of the Indians. Did they show a responsibility in building up the country Compare with different classes of immigrants of the present day.

1. In the Southern Colonies

The Jamestown colony; the adventures of John Smith; Bacon and the people opposing tyranny. The Catholics in Maryland. The English debtors in Georgia.

2. In the Northern Colonies

The Plymouth colony; friendship with the Indians; Williams and his followers; the Connecticut colonies. Comparison of Winthrop with Berkeley as wise and just leaders.

3. In the Middle Colonies

The Dutch colony; trading with the Indians. The Quakers in America. Why so many people admired William Penn.

4. In the French Colonies

The French missionaries. Joliet and Marquette, LaSalle, Father Hennepin. Leaders compared with English leaders.

In which colony would you have preferred to live? Why? Solution sought by a true comparison of colonial life. Home life, industries and products. Shelter secured, food raised or found, clothing made. The character of the settlers of one colony compared with that of settlers of another. Manners and customs of the people compared. Their amusements and sports, modes of travel, means of communication, religious life, treatment of Indians. Comparison of this life with pioneer life in Montana.

Many stories of colonial life should be reproduced in their natural setting. This makes them real, concrete and vitally interesting to children. For example: news by a traveler from the northern colonies for Virginia planters; Knickerbocker relates the story of an amusing incident among the Dutch in New York; or a Salem fisherman tells of his good catch. There should be dramatization and sand table problems connected with this work.

References:

- Mace, *Primary History Stories*, pp. 56-131.
 Guerber, *Stories of the Thirteen Colonies*, pp. 87-183.
 McMurry, *Pioneers of the Mississippi Valley*, pp. 9-32, 60-77.
 McMurry, *Pioneers on Land and Sea*, pp. 67-121.
 Pratt, *American History Stories*, Vol. I, pp. 97-243.
 Starr, *American Indians*.
 Stone and Fickett, *Everyday Life in the Colonies*.
 Gordy, *American Leaders and Heroes*, pp. 42-115.

Struggling for Possession of the New World

1. How the French and English struggled for possession of the Ohio and the St. Lawrence river valleys

The new methods of fighting used by Washington's and Braddock's armies compared with methods used today. Struggle on the Heights of Abraham, where two generals met death. Meaning of the results of this conflict to American history.

2. How the liberty loving colonists united and defeated the forces of a despotic ruler in England

Who was this ruler? What was his real nationality? Were the English people in sympathy with the king or the colonists? Stories of patriots; such as, Otis, Samuel Adams, Patrick Henry, Franklin, Washington, Paul Revere, Nathan Hale, Daniel Morgan, John Paul Jones, Robert Morris, George Rogers Clark. Help rendered by the French and LaFayette; by such English leaders as Pitt.

3. The flag of our country

Its meaning. Description. History of the flag. Betsy Ross. A flag salute. Respect for the flag. Etiquette when the flag passes by. The use of the flag in battle. Flags flying over public buildings and displayed in homes and on patriotic occasions and special days. Care of the flag. Flag lowered at sunset. When to fly the flag at half mast. Flag day.

- Selections: Riley, *The Name of Old Glory*.
 Bennett, *The Flag Goes By*.
 Key, *The Star Spangled Banner* (memorized.)
 Emerson, *Concord Hymn*.
 Scott, *Patriotism*, "Breathes there a man," etc.
 Longfellow, *Paul Revere's Ride*.
 Lane, *Makers of the Flag*.

4. Our country and liberty. Living in a democracy which protects life and property. How?

Supplies a free education. Cost. Purpose. How supported.
 Cares for the poor and unfortunate. How? The institutions.
 Provides parks, public resorts—national, city.
 Provides for care of health and prevention of disease. How?
 Provides money, postal systems, public highways, markets..
 Guarantees liberty, equality, opportunity. Prove.

(Continue the list and study.)

5. What should a citizen in a democracy do for his country?

Be honest, pay taxes cheerfully, be usefully employed, obey laws and insist on others doing so, be informed on civic matters, help protect all public property, take an intelligent part in political affairs, vote honestly, cheerfully take up arms in defense of country if necessary, strike at civic graft and corruption wherever found, etc.

Note: The solution of these civic problems (3 to 5) should be carefully developed and each point made clear. They can be adapted for use in other grades or by several grades in morning exercises.

References:

- Mace, Primary History Stories, pp. 131-240.
 Blaisdell and Ball, Hero Stories from American History, pp. 1-137.
 Burton, Lafayette, The Friend of American Liberty.
 Gordy, American Leaders and Heroes, pp. 116-221.
 Guerber, Story of the Thirteen Colonies, pp. 183-326.
 McMurry, Pioneers of the Mississippi Valley, pp. 33-49.
 McMurry, Pioneers on Land and Sea, pp. 227-261.
 Pratt, American History Stories, Vol. 2.
 Bryant, I Am An American.

SECOND HALF YEAR

Building Our Country and Making It Safe for Democracy

1. How Our Country Has Been Made Strong

In giving stories of representative leaders, teachers should repeatedly emphasize the help rendered by the great body of common people. The fact that our "America was made by the labors, sacrifices, and ideals of millions of men, women and children unhonored and unsung in ordinary books" should be kept before the children constantly.

Liberty. Stories of the first leaders of a free people in securing liberty. Washington, Hamilton, Jefferson, Madison, Jay, Oliver Perry, William Henry Harrison, Jackson, General Scott, Taylor.

Unity. Stories of later leaders who preserved the Union and gave freedom to the negro. Lincoln, Grant, Farragut. Why Lee should be honored even tho he led the South in the Civil War. Colonel Miles and General Custer in Montana.

Humanity. Recent leaders and the American people spreading the doctrines of a free people to all the world. Stories of Dewey, Roosevelt, Wilson, and leaders in the armies of the allies. Our country a world power for good.

2. How our country has been growing in wisdom and knowledge

Stories of great inventions and their influence on industries and life. Stories of some of our poets, journalists, educational leaders and philanthropists who have influenced American ideals. Stories of those who helped to make wise laws for our country.

Eli Whitney, Robert Fulton,
Samuel F. B. Morse, Cyrus W. Field,
Thomas Edison,
Horace Mann, Horace Greeley,
Longfellow, Whittier, Bryant,
Elias Howe, Cyrus McCormick,
John James Audubon, Luther Burbank,
Booker T. Washington,
Andrew Carnegie,
Webster, Clay, Calhoun,

3. How our country has grown large. Stories of pioneers and western explorers. Stories of

Daniel Boone, George Rogers Clark,
Robertson and Sevier,
Governor De Witt Clinton,
Sam Houston,
Lewis and Clark,
John C. Fremont, Kit Carson,
General Pike, David Crockett, Jim Bridger,

4. How our country has been influenced by the service, devotion and achievements of American women.

Stories of

Betsy Ross, Harriet Beecher Stowe,
Clara Barton, Susan B. Anthony,
Frances Willard, Julia Ward Howe,
Jane Addams, Anna Howard Shaw.

5. How the Indians have been treated by Americans

How the Indians lived, their manners and customs, farming. The warriors. Indian form of government compared to ours. Feast days. Indian religion and beliefs. Collection of relics. Stories of Indians given by early settlers in the locality. Noted chiefs and Indian tribes in our state with emphasis on those living nearest to the locality. Indian legends. Stories of some famous Indians:

Pocahontas, Samoset and Squanto,
Massasoit, Tecumseh, Pontiac,
Chief Joseph,
Sacajawea.

6. Stories of Montana explorers, pioneers and leaders

Lewis and Clark in Montana. Story of Coulter. The trappers. Indian fur trading at the forts. Gold discovered. Vigilante and pioneer days. Local names of men and women contributing to Montana's history. What the people of Montana have contributed to the nation in the great battles for democracy.

References:

- Mace, Primary History Stories, pp. 241-396.
Blaisdell and Ball, Hero Stories from American History, pp. 138-216.
Gordy, American Leaders and Heroes, pp. 222-326.
Guerber, Story of the Great Republic.
Judson, Montana, The Land of Shining Mountains.
McMurry, Pioneers of the Rocky Mountains and the West.
McMurry, Pioneers of the Mississippi Valley, pp. 50-59, 78-162.
Mowry, American Inventions and Inventors.
Pratt, American History Stories, Vols. 3 and 4.
Starr, American Indians.
Eastman, Indian Boyhood.
Jackson, Century of Dishonor. (For the teacher.)

SIXTH YEAR

(Odd years, 1919-20, etc. in one-teacher schools using the alternation plan.)

Aims of the Year

1. *To explain to children the present European struggle for democracy and freedom.*
2. *To give them a true knowledge of great deeds and important affairs of representative men and nations in Europe.*
3. *To develop the imagination thru pictures, descriptions and illustrative stories.*
4. *To promote fifth year aims as they apply to our ancestors in Europe.*

Reference books for the sixth year

- *Andrews, Ten Boys.
 - Baldwin, Fifty Famous Stories Retold.
 - Baldwin, Thirty More Famous Stories.
 - *Benezet, The World War and What Was Behind It.
 - Blaisdell, Stories of English History.
 - Bourne and Benton, Introductory American History.
 - *Gordy, American Beginnings in Europe.
 - Griffis, Brave Little Holland.
 - *Guerber, Story of the Chosen People.
 - *Hall, Our Ancestors in Europe.
 - *Harding, The Story of Europe.
 - *Harding, Story of the Middle Ages.
 - Kemp, History for District and Graded Schools.
 - Mabie, Hero Stories Every Child Should Know.
 - Niver, Great Names and Nations; Ancient; Modern.
 - *Tappan, Old World Hero Stories; Part I Ancient, Part II European.
 - Tappan, The Story of the Roman People.
 - *Van Bergen, Story of Japan.
- (*Referred to in the Outlines of the Course of Study.)
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FIRST HALF YEAR

The People of Europe and America

1. Why study Europe

Teachers should have the aims of the year in mind and look thru the course for suggestions. With proper direction children will work out a number of good reasons. Where Americans came from. Their motives for coming. How they

came. The birth place of some of our neighbors, parents and ancestors. Our near relations to Europeans. The effect of European conditions upon the beginnings and growth of our nation.

2. What we should know about Europe and Europeans

Read the course for suggestions. Correlate with geography in the study of location, climate, long coast line, many countries, and the effect of these upon life.

3. How Europeans found and settled in America

A review problem. Ideas Europeans had of the earth before the discovery of America and how their ideas changed upon its discovery. The countries from which our forefathers came; where they settled; comparison of the way they came with modes of travel now. America, the home of the Indians. How Europeans treated them. The problems of securing food and shelter and how the settlers solved them.

4. How differently the people of Europe and America lived during the colonial period from the way they live today.

Modern inventions the Pilgrims knew nothing about. The few inventions made before they came. How people lived without railroads, automobiles, telephones, harvesters, friction matches, etc. The first immigrants' love for freedom. Results of more recent immigration from Europe and the struggle for humanity and democracy.

Reference:

Gordy, American Beginnings in Europe, Chap. I.

What Eastern Nations Gave to Europe and America

1. What Egypt gave

The story of Khufu and the Piramids. Picture writing, temples, irrigation of land, plow and harrow, knowledge of the earth and skies, etc.

2. What the Hebrews gave

Stories of well known Bible characters. (See minimal list.) The idea of one God; the Bible; the Christian religion. How Christianity spread thruout the world. Jerusalem and what its recent capture from the Turks may mean to civilization. Picture study—Wise Men of the East; The Last Supper.

3. What oriental nations gave

Stories of China and Japan. Confucius and his influence on China. The Golden Rule. The little change in China for centuries. Growth of Japan. Perry opened Japan's ports and the effect. China became a republic. Contrast Germany's and America's treatment of the Chinese growing out of the Boxer rebellion. Opendoor policy in China and its effect. American education for students from the Orient. Work of missionaries. Evidences of American influence in Japan and China. Growth of ideals of democracy and the part these nations have taken in the World War.

4. What the Phoenicians gave

Stories of Phoenician traders. The alphabet.

References:

Mace and Tanner, *The Story of Old Europe and Young America*, pp. 13-24.

Guerber, *Story of the Chosen People*.

Van Bergen, *Story of Japan*.

Greece, Our First Great European Teacher

1. Why Greece was a sailor's country

Map and picture study for location, size, shape, the sea, Carthage and Persia as neighbors. Cities built by Greece—Athens, Alexandria, Constantinople, Marseilles. Soil and climate of Greece.

2. What Greek legends taught about bravery

Homeric stories; Jason and the Golden Fleece, Hercules, Achilles and Troy, Ulysses and his wanderings.

3. What Greek cities taught about law and order

Lycurgus and Spartan laws. Solon's reforms and Athens. Form of government in a city state compared with ours. The common table. Ideas of honor. The education of boys only. Olympic games. Ideas of trade and money.

4. How Greek heroes taught courage

Persia, a rival neighbor. The story of Leonidas; of Marathon; of Salamis. How Greece was saved. Compare with courage and bravery of American soldiers in France. Compare the stern patriotism of Leonidas and his soldiers with our heroes in the World War.

5. What the Greeks taught about beauty

How people lived during the age of Pericles. Home life, dress, schools, market places, slaves, temples, art, festivals, theaters, statuary, paintings, public buildings. Their love of liberty and self government contrasted with their treatment of slaves. Beauty and perfection shown in oratory, athletics, the Acropolis and Parthenon.

6. What Greece gave her neighbors

The story of Alexander the Great. How his conquest was followed by the spread of Greek ideas. Extent of Alexander's conquests. Show that Greece civilized the Orient, but left it unorganized.

7. Why Greek civilization did not survive.

Men not all free and equal. Many slaves. How and where secured, their work and treatment. War-like ambitions of the Greeks. The home, a weak institution. How weaklings and deformed infants in city states were treated. Position of women and their lack of education. Conditions considered in the light of modern ideals of brotherhood.

8. What Greece has taught us

a. Summary of conclusions drawn from previous problems.

b. Meaning and origin of such words as, Bible, poet, geography, history, alphabet, science, astronomy.

c. Our use of such objects as bow, battle-ax, discus, chariot, columns, sword, javelin, shield, harp, flute, scroll, wax-tablets. Ask such comparative questions as, "In which way would you prefer to cross the Atlantic, a trireme or a steamship? Why?" Clay modeling, objects and sandtable scenes.

d. Greek art. Study of pictures and statues; such as, Tadema, Reading from Homer; The Education of an Athenian Youth; The Discus Thrower; Winged Victory; The Chariot Race from Ben Hur.

e. Dramatization. Have a pupil give a story told by Herodotus; an oration by Demosthenes. Have an Athenian school scene. (Hall, pp. 46-47.)

f. Booklets. As an outgrowth of this study of Greek stories a booklet might contain clippings, pictures, illustrated sketches, short stories of selected leaders, quotations, descriptions of Greek life, summary of lessons taught.

References:

Andrews, Ten Boys—Cleon.

Gordy, American Beginnings in Europe, pp. 11-55.

Hall, Our Ancestors in Europe, pp. 1-75.

Harding, The Story of Europe, pp. 1-48.

Tappan, Old World Hero Stories, Part I, pp. 1-75.

Rome, the Great Law Giver

1. How Rome's location favored her early rise to power

Map study. The seven hills, the Tiber river, harbor, early neighbors. Compare with Greece. Stories of Romulus and the founding of Rome; of Horatius at the Bridge.

2. How Rome grew strong

a. Rome pays her neighbor, the Gauls, a ransom.

b. She calls Cincinnatus, the man from the plow, to save her.

c. She destroys her neighbor, Carthage. The story of Hannibal.

d. She conquers her western neighbors, including Gaul. The story of Julius Caesar.

e. She conquers Greece and other Eastern neighbors. The story of Pompey.

f. Stories of Cicero, Vergil and Brutus.

g. Compare Rome and Germany as to war-like motives, ambitions and treatment of vanquished countries and captive prisoners.

3. How Rome ruled the world

a. The various peoples and races included in the Empire—named and located.

b. Some of the great leaders of Roman life and adventure; such as, Regulus, Coriolanus, the Gracchi, Cicero, Nero, Trajan, Constantine. Character and influence of each.

c. Story of the Age of Augustus. Story of St. Paul and beginning of Christianity in Rome. Story of Justinian, the Christian Emperor.

d. To what extent the acts and achievements of the Romans can be justified, in the light of our high ideals for a world democracy.

4. How the Romans lived

a. Life of the Romans—home life, dress, occupations, military service, social life, gladiatorial fights.

b. Treatment of neighbors and captives. Greek slaves. Increase in taxes. Tribute paid to Rome. Reasons for Rome's fall. The weakness of both Greece and Rome as a lesson for America and the entire world. Why Germany cannot hope to continue a strong nation by using similar principles of government.

5. What the Romans taught

a. Lessons of government and law. The Forum, where laws were made. The Greeks never lost their youth but the Romans were always men.

b. Lessons in road building. Travel and Roman roads. Their value and the process of their construction.

c. Meaning and origin of army, governor, century, language, legal, legislature, senate, military, judge, annual. Meaning of "Caesar crossed the Rubicon," "The conquerors become the conquered," "All roads lead to Rome."

d. Drawings. Sketch Italy and Greece with the mountains of each; contrast. For the sand table—Roman hills, a walled town, a movable tower.

e. Picture study. The Appian Way; Forum at Rome; The Coliseum.

f. Dramatization. A conversation between some young Romans walking in the Forum, concerning the greatness of Rome, their love for her, their conquests and military roads.

g. Booklets. As a record of the story history of Rome. Illustrated sketches—movable tower, catapult, galley ships, amphitheatre, Roman camp, etc. Quotations, descriptive notes, summary of lessons taught.

References:

Andrews, Ten Boys—Horatius.

Gordy, American Beginnings in Europe, pp. 56-112.

Hall, Our Ancestors in Europe, pp. 74-139.

Harding, The Story of Europe, pp. 49-113.

Tappan, Old World Hero Stories, Part I, pp. 75-130.

Benezet, The World War and What Was Behind It, Chap. II.

SECOND HALF YEAR

The Middle Ages and What They Taught Us

1. How Germany began

a. What kind of people the early Germans were. Germans a branch of the Teutonic race. (The words German and Teuton should not be used synonymously.) Story of Beowulf. Origin of the word, Hun. War-like spirit of the early Germans, including women. Compare with Germans of today.

b. German conquests. Barbaric tribes moving into the Roman Empire—Goths, Vandals, Lombards, etc. Why Alaric captured Rome, why the Romans failed. Significance of fierce wars carried on between German tribes. How the early Germans lived. Their religion. The work of St. Augustine among them. Comparison of these early tribes with Germans of today.

2. How France began

Story of the Gauls. Story of the Franks. Why we should remember Charlemagne. Stories of William Tell and Arnold von Winkelreed. (Swiss.) How love of liberty and freedom and a desire for education shown by the early Swiss and French help to explain the formation of republics in later history. Swiss courage typified in "Lion of Lucerne." Viking tales; the Northmen settle in France.

3. How England began

Early Britons. Roman invasions. Remarkable roads built. Legends of King Arthur and his knights. Coming of the Angles, Saxons, Jutes and the Danes. Alfred and what he did for England. Story of Robin Hood. William, the Conqueror, and the Norman conquest of England. What is a charter? King John and the Great Charter. What the charter means to us. The beginnings of our representative government seen in the village moot, the moot of the hundred and the shire. Story of Robert Bruce. Dramatization of events and stories (Kendall and Stryker, *History in the Elementary School*, p. 92).

4. What the Saracens taught

The story of Mohammed. Rapid growth of his religion. Regions conquered by his successors. To what extent the battle of Tours and the capture of Constantinople by the

Turks explain present conditions. The Moors in Spain. What peoples today are Mohammendans? How were they divided in the World War? The riches and learning of the Saracens. What we have which can be traced back to them.

5. How Christianity influenced western Europe

Begin with the story of Christ and Paul, the missionary. The church fathers; St. Augustine, St. Jerome, St. Patrick; Christian martyrs; Constantine, the Christian Emperor. The story of St. Benedict. The monks and life in the monastery. The monks as farmers. In what way the monks preserved much learning for us. Christianity in northern Europe, the British Isles and among the Franks. The religious crusades. Story of Richard, the Lion Hearted; Peter, the Hermit. The children's crusade. Motives of the crusaders. In what ways the Turks abused them. Compare with their treatment of Armenian Christians in the World War. What people learned in the East and the rise of trading cities. In what ways the crusades were a turning-point in history. (Read selections from Scott's *The Talisman*.)

6. How life in the Middle Ages compares with life today **Distinction among classes of people**

a. Feudalism: The lord or noble, his castle, retainers, amusements, tournaments. The relation of lord and vassal. Contrast with the relation between owners and employees in our factories and mines. How feudalism was broken up by the invention of gunpowder.

b. Chivalry: The flower of feudalism. The knight, his education, his work, regard for women, ideals.

c. Farmers: A manor. Isolation of farm work—no near neighbors, raising of crops and live stock, hard life of the peasants, their fights for freedom as shown by the English revolt led by Wat Tyler.

d. Townsmen: Guild merchants, shops, apprentices. Free cities, such as, Florence. Why Jerusalem and other medieval cities had to be walled. Why no longer necessary.

e. Trade: Trade routes; trade with the East. Scenes at fairs compared with those of today.

7. What the Middle Ages taught

a. Summary of conclusions reached in previous problems.

b. Meaning and origin of castle, moat, manor, serf, vassal, noble, peasant, clergy, feudalism, chivalry, crusade, cathedral, guild, town-moot. Trace connections with present conditions of life.

c. Location of important cities, as Nuremberg, Milan, Cologne, London, Jerusalem, Paris, Leipzig, Bruges, Hamburg, etc. Why a town should grow up at a cross road or a river ford.

d. Picture study of cathedrals, as Milan, Cologne, Amiens, Rheims, Canterbury, Westminster Abbey. Germany's crime in destroying such works of art.

e. Clay and sand: A castle showing portcullis, moat, drawbridge, tower, surrounded by hills, valleys, rivers, (Hall, p. 217); plan a manor, (Hall, p. 251.)

f. Dramatization: An Anglo-Saxon town-moot. Planning a Saturday picnic. A vassal swearing fealty to his lord.

g. Booklet: Pictures collected, drawings made, statements of conclusions drawn from solving problems, brief descriptions, short story biographies, etc.

h. Debate: A large country under one government can accomplish more for the world than several small countries. Compare Europe with America.

References:

Andrews, Ten Boys—Wulf, Gilbert, Roger.

Benezet, The World War and What Was Behind It, pp. 37-86.

Gordy, American Beginnings in Europe, pp. 113-228.

Hall, Our Ancestors in Europe, Part II.

Harding, The Story of Europe, pp. 114-258.

Tappan, Old World Hero Stories, Part II, pp. 1-151.

Beginnings of Our Own Time

1. How people began to discover strange lands

a. The known world; unexplored regions. Compare maps made before 1500 with maps of today and note wherein the old maps were right; wherein wrong.

b. Wanderings of the Norsemen. Race for India. Trade routes established. Marco Polo's travel and the result. Genoa and Venice rival cities for eastern trade. Prince Henry and the Portuguese navigators. Spain rivals Portugal,—how America was found. Ferdinand and Isabella.

The motive, an all-water route to India by sailing west, influenced Spain and other countries in later explorations. Results of these centuries of exploration—Marco Polo to Magellan.

2. How people began to read and make improvements by the use of new inventions

Gutenberg and the printing press. Paper became common. Printing of the Bible and other books in English and German. The compass; its value to sailors; why it always points north. Gunpowder and cannon and their influence on methods of fighting. Arabic numerals.

3. How people began to struggle for democracy in religion

The story of Luther and how he developed a following. The work of Calvin in France. Why French Huguenots came to America. Jesuits as American missionaries. English Protestant rulers, beginning with Henry VIII. Oliver Cromwell and the Puritans. Religious motives of colonial immigrants. The story of Gustavus Adolphus fighting for the Protestants in Germany. Holland, a refuge for many. Religious freedom today.

4. How the people and nations of Europe have struggled for freedom and the rights of man

a. England: Bad rulers, such as King John before the barons at Runnymede (tho earlier in time) compared with such wise rulers as Queen Elizabeth. Story of Elizabeth and Raleigh. Drake and the Spanish sailors. Correlate with Tennyson's "Revenge". The story of Shakespeare and his plays. Stories of later English leaders in connection with American history. They should include stories of Pitt, Nelson and Wellington; Clive in India; Hargraves, Cartwright, Watt, Stephenson and other inventors; Livingston in Africa. The days of Queen Victoria, simplicity of court life and the wisdom of her practical theories. Justice of England's colonial policies and the growth of democratic ideals seen in representative government. Her part in the great World War.

b. France: Story of Joan of Arc, the Maid of Orleans. Story of Lafayette. Story of the French Revolution and the fight for liberty, equality and fraternity. Storming the Bastille. Why we have celebrated July 14th with France.

Story of Napoleon. Significance of the Battle of Waterloo for civilization. The Franco-Prussian War. The World War, our first opportunity to help France in her fight for democracy.

c. Germany and Russia: The story of Peter the Great of Russia. His policies and character, compared with those of William II of Germany. War-like ambitions of German rulers and Germany's long preparation for the World War. Correlate with Geography curriculum on present European problems.

References:

- Andrews, Ten Boys—the Puritan Boy, the Yankee Boy.
- Gordy, American Beginnings in Europe, pp. 229-332.
- Hall, Our Ancestors in Europe, Part III.
- Harding, The Story of Europe, pp. 259-353.
- Tappan, Old World Hero Stories, Part II, pp. 152-233.

SEVENTH YEAR

(Even years, 1920-21, etc. in one-teacher schools using the alternation plan).

The work of this year covers the period of history in our country from its European beginnings to the time of Andrew Jackson, 1829. A lengthened period of time to be covered this year allows more time for relatively more important problems of recent times to receive their just amount of attention in the eighth year.

Aims of the Year

1. *To give children a true conception of life during the early history of our country.*
2. *To increase their power to interpret great social problems growing out of the discovery of America.*
In tracing their European connection.
In explaining present conditions of life.
3. *To establish such habits of thought and action as are safe guides for children.*
4. *To promote the stated aims of the course.*

Reference books for seventh and eighth years

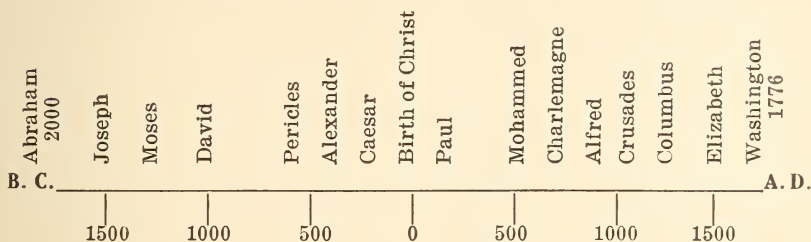
- *Beard and Bagley, *The History of the American People.*
- *Benezet, *The World War and What Was Behind It.*
- Bourne and Benton, *History of the United States.*
- Brigham, *Geographical Influences on American History and Government.*
- *Fogarty, *The Story of Montana.*
- Foote and Skinner, *Explorers and Founders of America.*
- Foote and Skinner, *Makers and Defenders of America.*
- *Gordy, *A History of the United States. (Textbook.)*
- *McBrien, *America First.*
- *MacCoun, *An Historical Geography.*
- Nicholay, *The Boy's Life of Abraham Lincoln.*
- Scudder, *Life of Washington.*
- *Sparks, *The Expansion of the American People.*
- Tappan, *Hero Stories from American History.*
- War Readings, by Chas. Scribner's Sons.
- Reference List for fifth year and sixth year.

First Half Year

Have pupils recall their historical experiences of previous years. The following plan is suggested. Upon a line on the board make a mark for the birth of Christ, and at different intervals indicate a few important events in history.

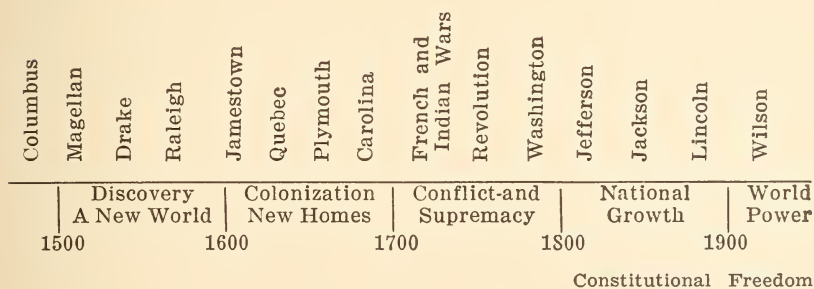
(*Referred to in the Outlines of the Course of Study.)

It is a concrete way of showing that the history of the United States is a part of the history of the world. Have pupils recall historical names and nations in the world's history, with their contributions to civilization.



When introducing the text, Gordy's "A History of the United States", have a class exercise on the preface, table of contents, plan of treatment, relative importance of subjects as indicated by allotment of pages, familiar names, illustrations, topical review, appendix, index, how to use the book. Have pupils select one thot in the preface worthy reading to the class.

Our history can be divided approximately into century periods. Draw a line on the board to show this. Hake clear what is meant by 16th century, etc.



The Old World finds the New, 16th Century

1. Compare the prevailing conditions of life and industries in Europe when America was discovered, with those of our own country today

On a map of Europe for the middle of the 16th century have pupils compare the location of countries with their location today. Compare peasant life of that time with the life of our American farmers of today. Review the social

classes as studied in the sixth year—nobles and kings, clergy, peasants and artisans. What are the benefits derived from our system of social equality? How can our public schools prevent classes from becoming rigidly separated?

2. What discoveries and explorations were made in the New World and of what importance was each?

a. **The Northmen.** Why their discoveries had so little value. Spirit of adventure and the struggle to overcome superstition and ignorance growing out of the explorations.

b. **Eastern trade routes.** Marco Polo and the opening of trade with the East. (See sixth year outline). Trade routes for Genoa and Venice. Why Genoa's route was closed. The Portuguese and their part in establishing trade routes.

c. **Motives of early explorers.** Search for west passage to India, search for gold, treasure, adventure, a northwest passage, to Christianize the Indians, desire for freedom.

d. **Columbus, the sailor.** Bring out in order the following qualities: Experience, perseverance, daring, fearlessness, confidence, success, honor, fame, disappointment. Show how his knowledge of navigation and of the earth and the mariner's compass helped him. Miller's Columbus, in Elson Readers, Book IV, p. 389.

e. **Classify the following according to nationality and flag under which they sailed:** Columbus, Vespucci, Balboa, Magellan, Ponce de Leon, DeSoto, Cortez, Cabot, Drake, Raleigh, Cartier, Champlain, Hudson, Joliet, Marquette and LaSalle. Study in each case the motive for sailing, lands explored, approximate or relative time, lands claimed and other results of the explorations. A chart with ruled columns for explorer's name, nationality, flag, discovery made, date, motive and result might be made by the pupils. Trade routes on globe or map. Make outline map of America showing lands claimed by nations of Europe. Discuss conflicting claims.

f. Problem questions

a. Show that Spain and England secured Italian sailors at first. Why is it probable that Italy had more and better sailors than the other countries at that time?

b. Give specific illustrations to show that the ways explorers treated the natives can or cannot be justified. Contrast Drake with LaSalle.

c. Why should such names as DeSoto, DeLeon and Coronado be remembered in American history when these men were disappointed in what they hoped to do?

Note: Many more problem questions should be formulated. Distinguish between problem and question. See p. 238.

References:

Gordy, History of the United States, Chapters I, II, II.

Beard and Bagley, The History of the American People, pp. 1-37.

Sparks, Expansion of the American People, Chaps. I, II.

People of the Old World Make Homes in the New, 17th Century

1. Spanish settlements

Two oldest cities in the United States.

2. English settlements and the Dutch settlement on the Hudson

Study as three groups of colonies:

Virginia and the far south.

The New England colonies.

New York and the Middle Colonies.

Limit detailed study to Virginia, Massachusetts, New York and Pennsylvania.

Outline for the study of each group: colonies included, nationalities represented, character of settlers, leaders among them, problems they had to solve, growth of the colony, treatment of the Indians, education and religion, form of government at founding, most important events. Ask such questions as, Who were the settlers? **Why did they come?**

What conditions in the home country, if any, caused them to leave? What settlements did they make? What ideas and customs did they bring with them?

Stimulate thinking by proposing such problems as:

a. Who were the noted people of Europe during the period? What part did they have in colonizing the New World?

b. Compare the colony of Virginia with Massachusetts, using topics in the outline above, and size of farms, products, growth of slavery.

c. Compare pioneer and homestead life in the colonies with that of your home district and county. What differences can you find?

d. In what ways did physical features influence the location of settlements and the happiness and prosperity of the people? Make use of maps and pictures, such as those of the Pilgrims. (See Hemans, *The Landing of the Pilgrims*; Elson Reader, Book III, p. 27.)

e. What causes gave rise to the New England Confederation and what lessons were taught by it? Compare with National, State and County Councils of Defense of today.

f. Review:

After the colonies have been studied, a chart made by the pupils based on the following points would help to fix them in their minds: name of colony, nationalities, motives, settlements, leaders, approximate date, prevailing religion, form of government, chief products, important events. Pupils should name and locate the thirteen colonies. In the chart exercise only such points as are important should be required, and the remaining spaces under each colony may be left blank.

3. French settlements. Quebec and fur trading posts along the Great Lakes and large rivers. Note the character and extent of settlements, motives for settlement, work of Jesuit missionaries. Locate important trading points and give probable reasons for their location.

Contrast the difficulties the French had in making settlements with those of the English. Contrast their policies for colonization.

4. Comparison of settlements. Use problems such as the following:

a. Why were England, France and Spain the principal countries to colonize the New World?

b. Name some of the poorest as well as some of the best types of settlers with reasons.

c. In what ways did the development of printing aid in promoting immigration? Can you justify the extent to which companies and ship owners exaggerated opportunities?

d. Give contrasting reasons which influenced permanent settlements in America.

e. Show that America was a place of refuge for the races quite as much in colonial days as within more recent times.

f. In what ways do the reasons for coming to colonial America compare with the reasons recent immigrants have had? To what extent have poverty and political freedom been reasons for coming?

References:

Beard and Bagley, *History of the American People*, pp. 38-84.

Gordy, *History of the United States*, Chaps. IV, V, VI, IX.

Sparks, *Expansion of the American People*, Chap. III.

Life During the Colonial Period, About 1750

1. **In the colonies.** Use the following topics: classes of people; home life; manners and customs; industries and occupations (mostly farming); provisions for food, clothing and shelter; natural resources; trade and transportation; amusements and sports; prevailing religion; education, including practical education in the home; labor problems, notions regarding government and taxation; colonial assemblies, and the first struggles for independence; growth in population; growth in the feeling of unity; development of agriculture.

2. **Among the Indians.** Study tribes and their location, home life, occupations, tools and weapons, religion, relations with the white man, progress and influence on colonial history. The following should be definitely known: Pocahontas, Massasoit, Algonquins, Iroquois, and Montana tribes—Flathead, Crow, Blackfeet, Sioux and Shoshones.

References:

Gordy, *History of the United States*, Chaps. VII, XI.

Beard and Bagley, *History of the American People*, pp. 98-118.

Fogarty, *The Story of Montana*, Part II.

Sparks, *Expansion of the American People*, Chaps. IV, V.

SECOND HALF YEAR

The Period of Conflict and Struggle for Supremacy 18th Century

1. The struggle for North America

a. **Between the French and English.** Locate land claims and settlements, and objective points—Louisburg, Quebec, Lake Champlain, Fort Niagara and Ft. DuQuesne. Note the influence of geography on historical events. Study

causes of war, Washington's mission, Braddock's defeat, capture of Quebec, effect of the war. Correlate with the story of Evangeline by Longfellow. Discuss the effect of this war on training American soldiers for the Revolution; what it meant to France; to England.

b. **By Spain and Russia.** To what extent did Spain succeed in colonizing Louisiana and the southwest? Give reasons. What led the Russians to establish settlements in the region of Alaska.

2. The Thirteen Colonies fighting for independence

a. **Fundamental causes.** Emphasize spirit of freedom in America at this time; democratic spirit; experience in self government; success in commerce; self-reliance of colonists. Study Puritan revolution in England. If possible, go back to Protestant Reformation and Luther for a brief study of the source of our political and religious freedom.

Find other illustrations in European history where the peasants have fought for liberty; such as the Peasants' Revolt in England led by Wat Tyler, or the Peasants' War in Germany which was suppressed with great cruelty. Compare the peasant farmers of Europe with the American farmer in colonial times. (See McMurry, Special Method in History, pp. 157-163.)

b. **Remote causes.** Interference with commerce, Navigation Acts, Taxation without Representation, Stamp Act, Tea Tax, Intolerable Acts. Compare this argument with same argument for woman suffrage today. Enforcement of acts, English army in America.

c. **Resistance of the colonies.** Committees of Correspondence, Boston Tea Party, First Continental Congress. Call attention to the repeated order of events, English laws enacted, enforcement of laws, resistance by the colonies, repeal of the laws, new laws made. Attitude at first friendly, later unfriendly, at last hostile.

Problems: Why did the break come when it did? In what ways was young America prepared to challenge kings, princes and lords? In what way did the colonists value their connection with the mother country up to the time of George III? Character of George III. Why did this ruler of German ancestry fail as a leader of the English people? Where did he secure his Hessian soldiers; the significance of this fact; the wisdom and fair mindedness of such English

statesmen as Fox, Burke and Pitt; reference to Pitt's speech. To what extent were the people of England responsible for the revolution (where about one of every forty Englishmen had a right to vote and the king used disreputable means to influence votes)? Compare a Tory to a pro-German.

d. **Principal events.** For general topics see outline for the study of a war, p. 245. Give constant attention to the influence of physical features upon armies and their success or failure.

First Period, 1775-6. Operations about Boston and Second Continental Congress. Declaration of Independence. (Read Gordy, Appendix A: "Independence Bell," Driggs' Live Language Lessons, Advanced Book, p. 81.)

Second Period, 1776-8. Washington around New York; trace on map. Around Philadelphia; trace on map. English three-fold plan for 1777; its failure. Saratoga, the turning point of the war; defeat of Burgoyne; help of France; how we are returning it. Financial conditions of the colonies. Franklin, Robert Morris.

Third Period, 1778-81. Naval operations; John Paul Jones; George Rogers Clark in the Northwest. The meaning of treason; the effect, as shown by Arnold. The war in the south. Cornwallis, Lincoln, Gates, Green and partisan leaders. Surrender at Yorktown.

e. **Treaty of Peace.** Terms. What the colonies gained besides independence. Contributions to American independence given by Washington and his armies; distinguished foreigners; American statesmen and financiers; the American people, including women, and the Continental Congress.

Note: The minimal lists will give names of leaders to be definitely known. Literature relating to some phase of the war should be studied; such as,

Longfellow, Paul Revere's Ride, Elson Reader, Book IV, p. 15.

Emerson, Concord Hymn, Elson Reader, Book III, p. 356.

Henry, The War Inevitable, Mace's Primary History, p. 146.

Bryant, The Song of Marion's Men, Elson Reader, Book III, p. 291.

Pierpont, Warren's Address, Elson Reader, Book IV, p. 387.

2. Young America forming a strong National Government

a. A weak government under the articles of Confederation

Problems: Interstate trade, war debts, conflicting land claims, foreign trade relations, social and industrial conditions.

Chief features of the Articles: a loose confederation, a single house of congress, one vote per state in congress, no executive, no judiciary, congress powerless, amendments almost impossible.

b. A strong government under the Constitution

State lands ceded to the nation and the Ordinance of 1787. Constitutional Convention of 1787; origin of the Constitution; the three great compromises necessary to satisfy the delegates from the various states; representation, counting slaves in elections and for taxation; foreign slave trade.

Ratification by the States. Method. Debate: The Constitution should be adopted by all of the thirteen states. Time: as soon as it was passed by the Convention. Speakers: Federalists—Hamilton, Madison and Jay; Anti-Federalists—Henry, Samuel Adams, John Hancock, Elbridge Gerry. Method: Impersonations. Remarks: A live situation is created when enthusiastic and earnest children debate problems of the people in various periods of our history. Such exercises should occur frequently.

References:

Gordy, History of the United States, Chaps. VIII, X, XIII, XIV.

Beard and Bagley, History of the American People, pp. 89-94, 119-180.

Benezet, The World War and What Was Behind It (Index.)

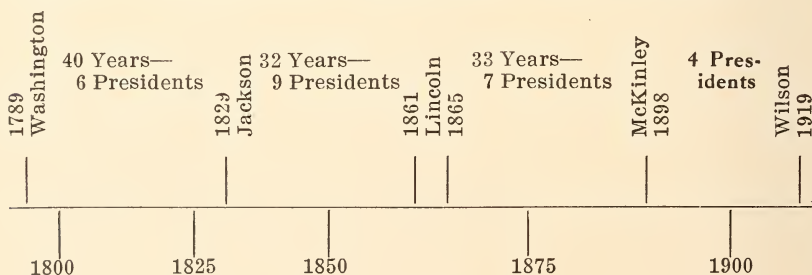
McBrien, America First, pp. 1-93. "Continental Congress."

McMaster, History of the United States, pp. 206, 207.

Sparks, The Expansion of the American People, pp. 279-375.

The Period of National Life under the Constitution, 19th Century, 1789-1919

Draw a line on the board and divide it as shown in the diagram. The divisions represent the five sub-periods



into which this period under the Constitution may be divided. Place such names and events along the line as pupils may be able to recall. Have pupils master the sub-periods.

Presidents are not to be memorized in chronological order. Neither are they to be studied under so many single administrations. It is better to study presidents and leaders, great state and national questions, movements and events in conveniently long periods without reference to administrative periods.

The First National Period of Forty Years, 1789-1829

1. Leaders of the period

a. Name the six presidents. Where was each from? Report on their occupations, their education, their part in the Revolution and in forming the Constitution. Which served one term only?

b. Who were the other leaders? Why is each one important? Train pupils to look thru the text and available references for information wanted. Teach them how to study while listing the leaders and making notes on the important work each did.

2. Territorial expansion

a. Boundaries of the United States in 1789; trace on map. Who were our neighbors?

b. Territories added during the forty years. Read accounts of each purchase. In whose term? From what country purchased, terms, motives for selling to us, reasons for buying, states and parts of states included in the purchase. Trace boundaries and locate states on map. Give detailed account of Louisiana Purchase. Cession of Florida.

c. Thirteen states in 1789. Name them. Draw an arch and divide, with six states on each side of the Keystone State, Pennsylvania.

d. Compare the United States in 1789 with it in 1829 in regard to area, number of states, and neighbors.

3. Improvements and Inventions

Name and list. Influence of each on the development of the country. Study Erie Canal, National Road, modes of travel, United States mail. Make individual assignments for class reports on James Watt and the steam engine, George Stephenson and the locomotive. Debate: Fulton has been of greater service to humanity than Whitney.

4. Population of the Country in 1790-1830

Find the increase and increase per cent. How population was distributed, extent of immigration, of migration westward, why people came west, how they came, how physical features determined direction of migration and location of frontier settlements, from what states and into what states people came. Were there any large cities in 1829? Was Chicago settled?

5. Great questions

a. The slavery question. The year 1619, abolition in the North and why, Ordinance of 1787, compromises in constitutional convention, cotton gin and its effect, Mason and Dixon line. Have pupils arrange states in two columns. North and South, in order of admission. Lead them to discover that the two sides are even. A coincident or a purpose in it? See table given on page 243 of text. Careful study of the Compromise of 1820.

b. Shall the nation or the states be supreme in authority? Two parties, meaning of strict and loose construction. Virginia and Kentucky resolutions. New England's attitude. Arguments in connection with the Embargo and the Hartford convention.

c. The financial question. Emphasize two ideas: all debts including those of the states were to be paid in full; the money for the federal government was to be raised by indirect taxation. Hamilton worked out the money question. Explain tariff, duties and internal revenue.

6. Our foreign relations

a. War of 1812. Struggle for commercial independence.

Touch upon the French Revolution, cause, rise of Napoleon, his military successes, the battle of Waterloo, result. Washington's proclamation of neutrality. Why we celebrated July 14th with France.

Interference with American commerce. Right of search. Seizure of merchantmen. Impressment of American seamen. Blockades.

Compare our method of dealing with European affairs before the War of 1812 with our method of dealing with them before the World War. Why was our policy changed?

What were the Alien and Sedition laws? Compare with alien and espionage laws of 1918. Non-Intercourse Act. The presidents were for peace. Who declared war? Who were the "War Hawks" in Congress? Was the war unpopular in any part of the country? Why? Compare with the present World War.

Limit study to Perry's victory, attack on Washington, the occasion which gave rise to our national song, Battle of New Orleans, what the war settled.

b. Part of the New World was conquered and settled by Spain. During this period nearly all Spanish colonies revolted and obtained their independence. In sympathy with Spain some European countries offered aid. The Monroe Doctrine. Its meaning and significance. Debate: The Monroe Doctrine has been a wise policy for the United States to adhere to. Present status of the doctrine. Germany's attempt to break it down.

7. Development of agriculture before 1830

Nearly everyone living on farms or in small villages. Six cities of over 8000 population in 1810. Life simpler, but more difficult than in a small county seat in Montana today. Why? Settlements east of the Mississippi, work to be done. Practically all hand labor; sickle, scythe, cradle, flail, hand sowing, hoe, slow oxen, repetition of pioneer life. Log cabins, scarcity of doctors, lack of comforts, abundance of food. Chief products, opening markets. Erie Canal and river trade. Grist mills, saw mills, tanneries. Harness, shoes, wagons, etc. Cross-roads stores and the "little red school house." Compare with country life in Montana today. (Cubberley, *Rural Life and Education*, pp. 7-13.)

8. Montana during the period

Early explorations. Lewis and Clark's expedition. Leaders. Sackajawea. Trace the route going west; going east. Chief events within our state. Important camps. Have children relate the story of the first white men in Montana.

9. Review of the period from topics in note books and notes on reading which children have been taught to make. Use should be made of pictures, charts, maps, illustrations and diagrams.

References:

Gordy, History of the United States, Chap. XV.

Beard and Bagley, History of the American People, pp. 181-254.

Fogarty, The Story of Montana, Part I.

Benezet, The World War and What Was Behind It. (Index.)

Sparks, Expansion of the American People, pp. 88-269.

McMaster, History of the United States, p. 276.

EIGHTH YEAR

(Odd years, 1919-20, etc. in one-teacher school using the alternation plan).

Aims of the Year

1. *To trace the national life of our great democracy to the present.*
2. *To understand the ideals, institutions, achievements and problems of our country.*
3. *To increase the power to explain situations affecting the life of our country and its people.*
4. *To further the stated aims of the course and of previous years.*
5. *To establish those ideals of wisdom and justice in action that shall ever be safe guides in the conduct of life.*

Reference Books for eighth year; see list under seventh year.

First Half Year

The Second National Period of Thirty-two Years, 1829-1861

1. The Presidents

Make a list of the presidents. How many? In what way were these men different from those of the first period? Which two died in office? Who succeeded them? What one had two terms? Have pupils make a list of other leaders. Why is each important? "Golden Age of American Literature" and the development of popular education. Free elementary and high schools. Education for both men and women. Newspapers, magazines and books. Representative authors, Poe, Hawthorne, Lowell, Bryant, Longfellow, Whittier, Holmes, Emerson; our journalist, Horace Greeley and the educator, Horace Mann.

2. Territorial acquisitions

a. Texas. History prior to 1845. Why Texas asked admission. Any opposition to receiving her? Why?

Debate: Argument for and against the admission of Texas.

b. The Mexican cession and Gadsden Purchase. Terms. Trace boundaries of acquisitions. States and parts of states included in each. Of what value were these acquisitions to the United States?

c. The Oregon country. A question of foreign relations.

d. Number of state in 1829, 1850, 1861? Complete table as shown on page 243 of the text. Observe the balance of power in the senate. Make use of outline maps for placing on them the boundary lines of all territories acquired up to 1860.

3. Industrial Revolution

Why call the changes brought about by the steam engine and the introduction of steam-driven machinery the "Industrial Revolution"?

Improvements and inventions. Demands for improved methods of travel and transportation. Railroads, steamships, sleeping cars, telegraph, express business. Why should steamboats have been developed earlier than the railroad; river steamboats before ocean steamships?

Compare the speed of the early American locomotives with that of locomotives today. Machinery and inventions for the home. Reaper, thresher, separator, platform scales (Fairbanks), drill, sewing machine, Bessemer steel, vulcanized rubber, friction matches.

4. Population

Find the population of the country in 1830, 1840, 1860. Make note of the increase. A period of great westward migration. Influence of physical features on the trend of migration and location of first settlements. Look thru textbook and other books to find reasons for this. Recall the territory acquired during this period.

Trade with the Spanish in California. The Santa Fe Trail. What was the effect upon migration of the discovery of gold in California, and later in Montana? Crop failures, oppressive laws, and wars caused many people to leave Europe. Immigration from foreign countries. Why so many people came from Ireland and Germany. Conditions in home countries that encouraged emigration. What each class of people did when they came to America. Where they settled. Good settlers are those who quickly become Americans. What does this include? Duties of foreigners: of American citizens' making foreigners welcome.

5. Great questions

a. **Financial questions.** The panic of 1837 and the conditions which gave rise to it. Was anything done to prevent another panic?

b. **Slavery question.** Have pupils look up all important points in the slavery story up to this period. Follow the growth in importance of this question. The rise of abolition movement, John Quincy Adams, Garrison, anti-slavery literature, Mrs. Stowe, Whittier, Lowell, acquisition of slave territory, balance of power in the senate, essential clauses of the Compromise of 1850.

Reasons for the difference in ideas on slavery in the north and the south. Let the class represent a scene in Congress, one taking the part of Webster, another Calhoun, another Clay. Debate on the Compromise of 1850. The teacher should help children in finding material for this in library books. The Kansas-Nebraska struggle. Dred Scot, John Brown.

c. **The question of Nullification in 1832.** Outline events giving rise to questions. Hayne and Webster (impersonated). Debate the question. Jackson's attitude. Clay and the Compromise Tariff of 1833. Did South Carolina nullify the tariff? Review New England's nullification of the Embargo and the Hartford Convention. Revival of the doctrine of 1860.

d. **Foreign relations.** With England. The Oregon country. Have pupils find discoveries, explorations and treaties upon which claims to the country were based. Marcus Whitman and Spaulding. How the trouble was settled.

With Mexico. The Mexican War. Disputed boundary lines. Individual assignments for class reports on Taylor's and Scott's victories. Results: the boundary line was established, men trained for the Civil War, etc.

With Japan. Perry's visit and treaty.

e. **The struggle for the right to vote.** What are the five principles of liberty laid down in the Declaration of Independence? Arguments urged for and against suffrage. Reasons for the Dorr rebellion and its results. Struggle for "Women's Rights". Advocates for woman suffrage, such as Garrison and Whittier; leaders among the women, such as Susan B. Anthony and Margaret Fuller. Suffrage conventions.

6. Development of agriculture—1830-1860

A period of transformation and rapid expansion. Introduction and use of farm machinery, mower, reaper, thresher, separator, grain drill, two horse cultivators; edge tools, platform scales, sewing machine, kerosene lamps, cook stoves, friction match. Westward migration. Cotton in the South, corn and wheat, butter and cheese, some truck farming. Farming becoming more profitable. Improvements—better farm buildings, tilled land, gravel roads, many small towns, railroads extending westward, schools supplied with books. (Cubberley, *Rural Life and Education*).

7. Montana's history

Fur trading and fur trading posts; trappers; such as, Bridger; visitors to the post; Governor Stevens; local situations and conditions. Local names connected with this period.

References:

Gordy, *History of the United States*, Chaps. XVI, XVII.

Beard and Bagley, *History of the American People*, pp. 288-389.

Fogarty, *The Story of Montana*, Parts III, IV, V.

Sparks, *The Expansion of the American People*, pp. 279-375.

The Third National Period of Four Years—1861-1865

(Struggle for democracy at home).

1. The slavery question in the history of America

Slavery a national issue. Trace the events connected with slavery up to this period. (Outline found in Gordy, p. 477). Have pupils compare the North and the South, giving their resources and their relative advantages and disadvantages. Early conscription in the south, later in the north. In what ways were the draft laws of the north unfair and undemocratic? Compare with methods used in the World War. Secession of states. The Confederacy organized. Seizure of government property. Attitude of border states and of foreign nations. Why English aristocracy took the part of the South. Why the great mass of common people took the part of the North. See Beard and Bagley, page 406. Russia's influence. Union plans for the war.

2. Study the topography of the country from the maps

Three battle grounds east of the Appalachian mountains between the two capitals. How far apart are they? What kind of country between them? West of the moun-

tains along the rivers, Mississippi, Cumberland, Tennessee, and about Chattanooga. Of what importance was the location of this city? The influence of physical features upon location. Activity and movements of armies should be constantly explained.

3. Causes, remote and immediate; events, conditions, important men

Stress the following point in class periods: location of the great armies, Grant's and McClellan's parts in the war, the Merrimac and the Monitor, Emancipation Proclamation, what the issuing of the document meant, the effect upon Europe. Were all slaves freed by it? Gettysburg and Vicksburg, turning point of the war, 1863, Grant and Lee the great leaders. Sherman's march, meaning of the "Sixty Miles in latitude, three hundred in the main", in the song "Marching through Georgia." Lee's surrender. What were the terms? Career of Grant during the war.

Problem: What were six of the most important engagements of the war? Justify your answer. Which of the great generals served in the Mexican War? Had any served in the War of 1812? Have pupils make a short list of the commanders-in-chief on each side and the principal engagements in which each fought. For the North—Scott, McClellan, Halleck and Grant; for the South—J. E. Johnston and Lee. Greatest generals: For the North—Grant, Sherman, Thomas and Sheridan; for the South—Lee, Jackson, J. E. Johnston and Longstreet. Include Ericsson and Farragut in the list.

4. Lessons to be drawn from the war

Conversation on the great bravery and heroism displayed, great civil and military leaders developed on each side, the youthfulness of the men in the war. Results: Bring out the two greatest results, the preservation of the union and the freedom of the slaves. Cost of the war in loss of life, disabled men, ruined homes, destruction of property and expenditure of money. Who paid the confederate war debt? Compare costs and results of the war. Show that it was worth the sacrifice.

What services did women render during the war? Relief associations. The work of Clara Barton. Effects as seen in the Red Cross work during the World War.

5. Expansion and agricultural development

What three new states were added during the period?

Study the Homestead Law of 1862, page 374. How have Montana homesteaders been affected by it? The Morrill Land Grant Bill (1862) and the establishment of agricultural colleges.

6. Great questions

a. **How the seeding states were received back into the Union.** Limit study of the reconstruction question to the programs adopted by Congress. When were the states re-admitted? Compare reconstruction problem to problems to come after the World War.

b. **The negro question.** Pupils should learn such main facts as: negroes were free, ignorant, lazy, almost helpless. Many became lawless. Southern states passed laws to control them. Congress interfered. Amendments freed the slaves and made the freedmen citizens. United States troops protected them. In most Southern states negroes and carpet-baggers got control of the government. Southern white men tried to force them out of power. Troops were finally withdrawn and negro rule ended. Why the negro does not now vote in some parts of the south. Why the southern white people are now allowed to settle their own negro problems.

c. **Negro education and schools.** Hampton and Tuskegee Institutes. Booker T. Washington. Practical vs. classical education for the negro. Movement for better rural schools for negroes.

7. Poems, songs and speeches

Howe, Battle Hymn of the Republic.

Whitman, O Captain, My Captain.

Finch, The Blue and the Gray.

Lincoln, Gettysburg Address.

8. **Lincoln.** Why is Lincoln looked upon as one of the great figures of history? What difficulties did he meet in guiding the nation thru the war? What lessons by words and deeds for citizenship in a democracy did he teach? Study his life and his addresses—Gettysburg Address, Second Inaugural Address.

References:

Gordy, History of the United States, pp. 299, 371.

Beard and Bagley, History of the American People, pp. 390, 441.

McBrien, America First, pp. 129-194.

SECOND HALF YEAR

The Fourth National Period of Thirty-Three Years—1865-98
(The New Union)**1. Presidents and other leaders**

Have pupils prepare a representative list of names, including foreigners. For minimum list, see famous men and women at the close of the outline. For what is each noted?

2. National expansion and acquisition of territory

Alaska purchased. Locate. How acquired? Value to our country. Have pupils make a list of the states admitted. What territories remained in 1898? Locate each. Each pupil should have a small outline map of the United States, with state boundary lines. The abbreviated names and date of admission for each state should be indicated. (Do not memorize). Use different colors for different periods. When was Montana admitted?

3. The triumph of industry

In what ways the Civil war stimulated manufacture in the north. Compare with the World War. Increasing demands for iron, steel and coal. Development of canals and railroads. Capt. Eads and the deepening of the Mississippi; Union Pacific and other western railroads. Atlantic cable, bicycle, Pullman car, automobile, telephone, gas, electric lighting, electric railway, phonograph, X-ray, typewriter, power-loom. Increasing production of gold and copper in Montana and the West. Irrigation in western states. What has been done in Montana? Development of textile industry. Services rendered by the inventors, such as Edison; by the captains of industry, such as Morgan, Rockefeller, Carnegie; by the army of laborers, including our immigrants.

Results of the industrial development seen in the development of export trade, growth of cities, increase in poverty, child and woman labor, waste of natural resources. Panics in 1873, 1892-3.

4. Development of agriculture—1860-1898

An era of agricultural expansion. Homestead laws of 1862 and 1864. Before 1890 nearly one and one-half million quarter sections were taken up by homesteaders, an area

six and one-half times as large as Illinois. Increased immigration of foreigners. Western farming states admitted. Shipment of wheat, corn, cattle, meat. Factors contributing to the improvement of farm machinery. Inventions that helped farmers—sulky plow, binder, roller mills, refrigerator cars, cold storage, Babcock milk tester, cream separator, steam-driven gang plows. Breeding live stock. Seed selection. Building homes and improving farms. Increase in value of farm property. Effects of cityward migration. Saving farm labor. Hatch Act of 1887 providing for agricultural experiment stations. State and national (1862) Departments of Agriculture. What each of these has contributed to the education of the farmer and to scientific agriculture. (Cubberley, Rural Life and Education).

Problems: a. In what ways did the growth of farms help manufacturing of all sorts?

b. In what way did railroads help agriculture and increase the demand for steel products.

c. Give other illustrations to show the effect of one industry upon another.

5. Census for each decade

Note the growth. When most marked. Foreign immigration and importance to the United States. Bureau of Immigration established. Coming of Scandinavians and Chinese after the Civil War; from the south and east of Europe after 1885. Reasons for coming, places they settled and kinds of work done by those from each country or region. Should our immigration laws be stricter? Problem of deporting the disloyal. What is likely to be done after the World War? Description of immigration stations, like that on Ellis Island. Did any of your friends or relatives come to this country during this period? Were there any special reasons for their immigration? Make some comparisons; such as, Chicago in 1871 and 1893.

6. Foreign affairs

To remind children of the relation of the world's history to our own, mention some foreign events. Franco-Prussian War, injustice of it and results which led to World War. Explorations in Africa and subsequent scramble for territory. Northwest boundary line established. When in Montana. Chinese immigration on our western coast.

7. Some affairs at home

Standard time adopted. Changes made slowly in the country. Compare with recent daylight saving law. Weather Bureau and how it helps the farmer. Reduction in postage. Pensioning of soldiers extended. Australian ballot system. Interstate commerce regulations. World's fairs and centennials. Bureau of Education established. Value to the people.

8. Montana history

The first settlers, Montana a territory. Soldiers in Montana. Sioux War. Custer's last stand. Development in the state, extension of railroads, and an explanation of their location; mining, farming, stock raising. Montana becomes a state. Territorial and state governors. Permanent Indian reservations. Farming and schools among the Indians. Significance of some Montana names, such as names of counties, cities, rivers, etc. Emphasize local history. Have pupils learn all they can of local history from old settlers. Have them write it up for the language class and keep on file in the library for future classes.

References:

- Gordy, History of the United States, Chaps. XXI, XXII.
- Beard and Bagley, History of the American People, pp. 442, 538.
- Fogarty, The Story of Montana, pp. 120-248.
- Sparks, Expansion of the American People, pp. 419-438.

The Fifth National Period of the Last Twenty Years, 1898—

1. The great leaders of this period

Among others include, in the list pupils make, Burbank, Audubon, Jane Addams, Goethals, Edison, Carnegie, Pershing, Lloyd-George, Foch, Joffre, Clemenceau. Leaders in agriculture, invention and education as well as political leaders should be included. Our governor.

2. States admitted during this period

Are there any territories today? Island possessions secured. Have pupils make the list. How obtained and why. Locate on map.

3. Inventions and improvements

a. Electric power transmitted to distant points. Extensive use of electricity. Edison and his achievements.

b. Development of water power at Niagara, Keokuk, Iowa, and at Great Falls. Value to factories, mills, electric plants, etc.

c. Panama Canal. How constructed. (See Geography curriculum.) First attempts at building. Agreements made as to the collection of tolls. The canal zone made healthy. The employment of many workmen led by Colonel Goethals. Description of the canal lock. Show that the canal is worth its cost. Why foreigners have equal rights with American merchantmen in its use. See Beard and Bagley, p. 593, for treaty which we held sacred even tho to our great disadvantage.

d. Wireless telegraphy, flying machines, modern printing press, submarine, torpedo boat, long range guns, inter-urban, moving pictures, roller flour mills, concrete building material, color photography partially developed. Farm machinery and mechanical devices to make house work easier.

e. Urbanization of rural life in the East and Middle West. New conveniences—telephone, rural mail, parcel post, elevators, electric light, furnace, gasoline engine, windmill, modern tractor, bathroom, septic tank, modern furniture, kitchen conveniences, phonograph, automobiles, moving pictures. How many of these have come into your community? Boys' and girls' clubs and present food problems. Commercial large scale farming and intensive small scale truck farming. Where?

4. Population of the United States

Immigration to our country during the period. From where. Why they came. Westward movement of population. To and from what states. Iowa had fewer people in 1910 than in 1900. Why? Growth of cities. Do more people today live in the city or in the country? What were the conditions formerly?

Naturalization and restrictions on immigration. Who is an alien? Rights of a naturalized citizen not granted to aliens. Our duty in helping foreigners to become Americanized. Americanization schools for foreigners.

5. Affairs at Home

a. **Great expositions and their value.** Report of a visit to one of them by some one in the community.

b. **Our great disasters.** Sympathetic response of the people. Relief given by the Red Cross. Safety first program.

c. **Polar discoveries.** Atlantic fleet around the world. Voting machines, parcel post and rural delivery.

d. **Sixteenth and Seventeenth Amendment to our Constitution.** Growth of the national prohibition movement and passage of an amendment by Congress. Pure Food and Drug Act.

e. **Regulation of railroad rates.** Interstate Commerce Commission. Rapid movement of freight. Trusts and their regulations. Government management of railroads and means of communication.

f. **Woman suffrage.** Number of states that have adopted it. Public positions open to women in Montana. Ratification of the Federal Amendment. Reasons for universal suffrage in a democracy.

g. **Rise of the Red Cross.** Clara Barton and her work. American Red Cross society organized. Who is its president? What is its motive? Its work in peace. Its efficiency in the World War. Contributions by the American people. Similar societies in other countries. World movement. (Write American Red Cross, Washington, D. C., for free literature).

h. **Vocational education.** Reasons for its development. Demands for technical schools and the practical in education. The Smith-Hughes Act, 1917, providing federal aid for instruction in agricultural, trade and industrial subjects and home economics and teacher training in the same subjects. Advantages to high schools making use of this aid. (Bulletin, Federal Board for Vocational Education, Washington, D. C.)

6. The influence of the West on American history

The growth of direct democracy in the West. How the West caused inventions to spring up, steamboats, railroads, canals, harvester, thresher, tractor. The Homestead Law, its results. The "bold of heart" go West. The land grant colleges and their influence today on farming. The short courses for farmers, boys' and girls' clubs, the county agent, as direct outgrowth of these colleges.

Montana since 1900. The question of irrigation, of dry farming and of forestry. What is our state doing to solve these problems? What part our country has in their solution.

7. Foreign relations

a. **United States recognized as a world power.** The Hague Tribunal. What use has our country made of this court? Germany's violation of all international laws to which she subscribed.

b. **Spanish-American War.** Causes. Dewey's victory. Germany's attitude at that time. England's attitude. Effect of the war upon our country. Our present relations to Cuba. Improvements in the Philippines since the war. Debate: Should the Philippines be given their freedom?

c. **Our relations to the Orient.** China and the "open door" policy. Influence of our country in securing it. Changes which took place in Chinese government. Chinese first for a democracy. Russo-Japanese War and our country's part in bringing about peace. Our relations with Japan. Attitude of the Pacific Coast states. Debate: Shall a few states control our nation's policy with Japan.

d. **Our southern neighbors.** Mexican situation. Principal characters in the struggle. The land question and the question of education. The wealthy own the land. Illiteracy is very high. Greed of a few Americans a cause of Mexican suspicion. Germany's part in encouraging discord. How the United States can help Mexico. President Wilson's policy of non-intervention. Growing commercial relations between North America and South America. Our relations with Haitian republics. Purchase of the Danish West Indies.

8. The World War

a. **Causes,** leading one nation after another into the struggle. Name of the nations. Their location.

b. **American neutrality.** President Wilson's proclamation. Our trade relations with the allies and their accompanying difficulties.

c. **Why America entered the war.** War against the German government or against the German people? Why? Sinking of the Lusitania, Belgian neutrality violated. Disregard for all international laws.

d. **The German autocracy.** Rule of the emperor and a small number of Junkers. Alsace-Lorraine torn from France. Germany's war-like feeling and preparation for war since 1871. Her dream of world power. Aims of the Germans in

their own words. (See bulletin on "Conquest and Kultur"). Need for crushing German militarism. (See bulletin, The President's Flag Day Address with evidence of Germany's plans).

e. **Character of the war.** The millions of men engaged. The battle line of democracy. The Italian front. Capture of Jerusalem. Location of important war areas and places on maps, Picardy, Verdun, Chauteau-Thierry, Argonne, Flanders, Alsace-Lorraine, Armenia, etc. The more important regions should be known. Features which characterize the war as different from all previous wars listed and explained. Enormous preparations. Important engagements. Leaders in the conflict. Recent changes in Russia.

f. **Our Democracy at War.** Comparison of our preparation with Germany's. The selective draft law. Call for contributions and war taxes. Liberty loans, relief funds, Red Cross work, Y. M. C. A. and Y. W. C. A. War Savings Stamps and lessons in thrift. The government's war program in supplying food, money and soldiers. Favorable legislation. Response from the American people. National control of food, fuel and other commodities. Accumulating cost of the war, life, money, sacrifice. Ways of Americans' making sacrifices at home. Our patriotic duties. Advantages of living in a democracy compared with living under an autocratic ruler.

g. **Democracy safe for the world.** American aims in the war. (See President Wilson's Address on "Program of the World's Peace," Jan. 18, 1918. Bulletin, War, Labor and Peace). The League of Nations and the Treaty of Peace. The President at Versailles. The Council of Four. Important provisions of the treaty. Treaties with other central powers. Geneva as the League Capital. New countries. Post-war conditions in Europe. Solution of the problem. "How to prevent nations from taking recourse to arms."

References:

- Gordy, History of the United States, Chaps. XXIII, XXIV.
Beard and Bagley, History of the American People, pp. 539-633.
Benezet, The World War and What Was Behind It. (Selected Chapters.)
Fogarty, The Story of Montana, Part X.
McBrien, America First, pp. 195-258.
Sparks, Expansion of the American People, Chap. XXXVI.
War Bulletins.

C. MINIMAL ESSENTIALS

Some objective facts representing minimal essentials which should be definitely known when the course is completed.

1. Battles. Essential facts of

Quebec	Bunker Hill
Saratoga	Perry's Victory
Yorktown	Merrimac and Monitor
New Orleans	Capture of Vicksburg
Bull Run	Manila Bay
Gettysburg	Verdun
Lexington and Concord	Chateau-Thierry
	Argonne

Merely mention or read accounts of others.

2. Constitution of the United States

Its seven divisions, preamble, five last amendments, three departments of government, two houses of Congress, powers of each, character of our government—a democratic republic.

3. Compromises and Laws

Three constitutional compromises	Magna Charta
Bill of Rights	Stamp Act
Alien and Sedition Laws	Tax on Tea
Embargo and Non-Intercourse acts	Hamilton's Tariff
Fugitive Slave Law	Compromise of 1820
Kansas-Nebraska act	Compromise of 1850
Chinese Exclusion law	Homestead law
Interstate Commerce act	Underwood tariff
Naturalization law	Pension law
Pure Food and Drug act	Income tax law
Smith-Hughes act	War measures (recent)

4. Dates. (Time relations.) Important only in so far as they are vital to the life of the nation. Give accurately the important historical fact or event connected with each of the following:

1000	1619	1789	1820	1889
1492	1620	1803	1850	1898
1519-21	1776	1804-06	1861	1914
1607	1781	1812	1863	1917

5. Famous Men and Women. Limited to those whose main achievements should be definitely known.

Bible Characters

Abraham	Daniel	Samson
Jacob	Solomon	Ruth
Joseph	Samuel	Jesus
Moses	David	Paul

Oriental Nations

Confucius	Cyrus	Darius	Mohammed
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Greeks

Homer	Pericles	Alexander
Leonidas	Socrates	
Hercules	Ulysses	

Romans

Romulus	Hannibal	Galileo
Cincinnatus	Cicero	St. Augustine
Horatius	Virgil	Constantine
Julius Caesar	Justinian	The Gracchi

Northern Europe

Gutenberg	William Tell	Bismarck
Beethoven	Luther	Tolstoi
King Canute	Peter the Great	Wilhelm II

Southern Europe

Marco Polo	Queen Isabella
Michael Angelo	Marconi

French

Charlemagne	The Jesuits	Clemenceau
William the Conqueror	Napoleon	
Joan of Arc	Pasteur	
Louis the XIV	Joffre	
	Foch	

British Isles

Robert Bruce	Raleigh	Florence Nightingale
Robin Hood	Sir Isaac Newton	Livingston
King Arthur	William Pitt	Robert Louis Stevenson
King John	St. Valentine	General Haig
Cromwell	Sir Francis Bacon	David Lloyd-George
Milton	Edmund Burke	
Queen Elizabeth	Queen Victoria	
Shakespeare	Gladstone	

Early People of America

Cave, Cliff and Tree Dwellers	Massasoit	Blackfeet Indians
Mound Builders	The Iroquois	Sacajawea
Eskimos	Hiawatha	Tecumseh
Samoset and Squanto	The Sioux	Pontiac
Pocahontas	Flathead Indians	Chief Joseph
	Crow Indians	
	Shoshone Indians	

Finding the New World

Columbus	Cortez	Marquette and Joliet
Cabot	DeSoto	Hudson
Vespucius	Ponce de Leon	LaSalle
Balboa	Cartier	
Magellan	Champlain	

Making Homes in the New World

John Smith	Thomas Hooker	Huguenots
Miles Standish	William Penn	Cavaliers
John Winthrop	Patroons	Oglethorpe
Roger Williams	Lord Baltimore	

Conflict and Struggle for Supremacy

James Otis	Patrick Henry	Benedict Arnold
Montcalm and Wolfe	Franklin	General Green
George Rogers Clark	Washington	Cornwallis
Daniel Boone	Burgoyne	
John Hancock	Betsy Ross	
Samuel Adams	Lafayette	
	Robert Morris	
	George III	

Forty Years, 1789-1829

Jefferson	Lewis and Clark	Clay
Madison	Zebulon Pike	Webster
Monroe	Captain Perry	Calhoun
John Jay	Eli Whitney	
John Marshall	Robert Fulton	

Thirty-two Years, 1829-1861

Kit Carson	Whittier	Horace Mann
Jackson	Lowell	Horace Greeley
Longfellow	Bryant	McCormick
Hawthorne	General Scott	The Mormons
George Bancroft	Sam Houston	Elias Howe
Poe	Garrison	Samuel F. B. Morse
Holmes	Wendell Phillips	Audubon

Four Years, 1861-1865

Harriet Beecher Stowe	Lincoln	Sherman
Douglas	Grant	Clara Barton
John Brown	Stonewall Jackson	Sidney Edgerton
Chief Justice Chase	Jefferson Davis	Lee
	Admiral Farragut	

Fifty-three Years, 1865-1918

General Custer	Roosevelt	Woodrow Wilson
Cyrus W. Field	Jane Addams	Pershing
Frances Willard	Admiral Dewey	Hoover
Cleveland	Goethals	Edith Cavell
Burbank	Edison	
William McKinley	Carnegie	

6. Growth and expansion of the United States

7. Inventions and discoveries

alfabet	sewing machine	cream separator
printing	grain elevator	gasoline engine
steamboat	cable	flying machine
cotton-gin	wireless	submarine
locomotive	phonograph	moving picture machine
telegraph	vulcanization of rubber	torpedo boat
ether	power loom	long range gun
harvester	electric light	

8. Panics and hard times: 1837, 1873, 1893, 1907**9. Political parties**Federalist
DemocraticWhig
RepublicanProhibition
Socialist

Party platforms of 1860 and last presidential election.

Candidates nominated, elections won, years in power, chief beliefs of each party.

10. Places: Locate and give essential factsArcadia
Annapolis
Athens
Appomatox
Berlin
Boston
Bull Run
Bunker Hill
Paris
Philadelphia
Richmond
Rome
Santa Fe
SaratogaCarthage
Constantinople
Ft. Sumpter
Genoa
Gettysburg
Hastings
Helena
The Hague
Shenandoah
Sparta
Tippecanoe
Troy
Valley Forge
VicksburgJamestown
Lexington
London
Manila
Marathon
Mt. Vernon
New Orleans
New York
Waterloo
Washington, D. C.
West Point
Yorktown**11. World War**

Leading nations engaged.

Great army generals and national leaders.

Regions repeatedly mentioned in papers and current magazines.

Common war words correctly pronounced. Send to National Security League, 19 W. 44th St., N. Y., for list of words correctly marked.

Important and vital terms in the Treaties of Peace.

References for Teachers:

Charters, Teaching the Common Branches.

Current Events, Current Events Pub. Co., Chicago. (For the school.)

Kendall and Stryker, History in the Elementary School.

McMurry, Special Method in History.

The Pathfinder, Washington, D. C. (For the school.)

War Bulletins, including War Cyclopedia.

CIVICS

GENERAL SUGGESTIONS

Aims in Teaching Civics

1. *To acquaint children with those simpler facts of our democracy that promote intelligent citizenship.*
2. *To encourage good habits of living.*
 - a. *By causing children to realize their responsibility to one or more social groups.*
 - b. *By providing such motives as lead to right conduct.*
3. *To develop love of country and a sincere respect for all mankind.*

Citizenship in a Democracy

A course of study in true citizenship seeks to direct attention to those phases of our government—local, state and national—that make for intelligent, loyal, participating American citizens. To be an intelligent citizen one needs to know his civic rights and duties, and his civic relations to his community, county, state and nation. One needs to be intelligent in political and other public gatherings, and at the polls. One also needs ability to understand public questions and judge public problems and policies outlined from the platform and in the press. To be a loyal citizen one needs to feel a deep sense of responsibility as a citizen and a voter, and to realize that joyous, **loyal service** is the natural and right ideal for all citizens in whatever position in life they may be found. To be a participating citizen one needs to live the life of a good citizen by sharing the responsibilities as well as benefits of government. One cannot be a good citizen in a democracy without being good for something. By pursuing such a vitalized course of study the child is led to a realization of our great democratic ideal of true citizenship.

A Course in Activities

The school is a little society in which the young citizens should learn to live life more worthily. He should have the opportunity of participating in school government under the guiding hand and personal influence of a capable teacher.

Daily practice in citizenship leads to a controlled and regulated adult life. Obedience to higher authority, control of self, and right direction of others springs from constant joyous participation in school affairs.

Such a conception of continuous training for citizenship in the school community makes good schoolroom order comparatively easy. The young citizen who has covered his desk with ink or the floor with paper and mud feels it his duty to remove the public nuisance. The noisy, quarrelsome citizen, like the man on the street, must cease his disorder or be brought to trial. A group of good citizens bears witness to a playground incident which enables the teacher to give the offender a square deal. Where there is poor order, with children doing as they please, there is usually a teacher whose example and influence tend to undermine society and good government. Where the spirit of the school is out of tune with good citizenship, knowledge of civil government gained from books or in class can be of little value. Civics ideas must function in the lives of children to be of permanent value. Class instruction must find expression in good deeds. The vital factor in the teaching of civics is active cooperation between pupils and teacher in the management of the school. A school is easily governed where the members of the school work together, where a fine school spirit prevails, and where pupils live the lives of young citizens.

Various virtues can be utilized in some form of civic activity. The study of Thrift may result in the formation of a "Thrift Club." Cleaning and mending clothing, saving waste paper and spending the money received for it wisely and making simple repairs, are only illustrations of the many things members of the club might do and report to the club at its business meetings.

To know how to live the life of a good citizen the child must receive some definite instruction. The stories of great leaders and heroes in connection with language, reading and history provide some instruction for younger children. It may well be called "Biographical Civics." With them the personal and human side must be kept in the foreground. Children are interested in people who are doing things—the policeman, the carpenter, the fireman. An organization, such as "Little Citizens' League," described at the end of this

course, can be used to teach children much that is concrete, as: the election of officers, making rules, conducting meetings alone or with parents present, judging the conduct of members, and improving conditions for a better school.

Methods of Instruction

No formal recitations in civics need be given in the lower grades, tho there are certain phases of civics which are called for and should receive careful attention in connection with the regular class work in language, hygiene, geography and history in grades two to five.

The courses of study in these subjects, for instance, call for the very foundations of civic responsibility in the study of the home, the dependence of children upon parents, helpfulness of children, making the home comfortable and beautiful, cooperative activities in the home, habits of thrift and cleanliness and how to secure good health; in the study of the various festivals such as Thanksgiving and Christmas with opportunities for doing good and sharing of one's comforts; in the study of plants and animals by developing interest and sympathy and a desire to care for something one's own; in the study of local history by learning of the hardships of pioneer life and of the good accomplished by all working together; and in the study of national heroes by discovering the qualities which gave strength to such characters as Washington and Lincoln.

These subjects should all be taught without the habitual practice of teachers' pointing the moral. We shall never accomplish much in laying early foundations of this development of civic pride and responsibility till teachers learn that feeling carries with it all of the lesson the child needs, and that asking him to point the moral after he has enjoyed a story only tends to destroy the good effect of the story. Until teachers have children learn to do good by doing rather than by talking about what should be done or the way it should be done, we shall never obtain worth-while results in our work in civics.

In the sixth and seventh years one recitation a week should be given to the working out of some project by the school such as might arise in connection with the expenditure of funds secured by a school entertainment, the securing of funds and materials for Red Cross work, the cost of conduct-

ing the schools of the community, sources of funds for conducting schools, means by which the school or community may exercise economy wisely, the difference between wise and foolish savings, expenditures which bring returns, the value of the returns secured by children in education, differences in the earning powers of children who leave school in the sixth grade and eighth grade, of the eighth grade and the fourth year high school, etc.

In the eighth year five recitations a week during the year should be given to problems which by this time have come to be of vital interest to boys and girls of this age, such as problems of civic and social control of the community; how the community, county, state and nation are organized and the way public affairs are conducted. If these subjects are approached thru children's needs, as suggested by local problems or current reading, there will be no lack of interest. Teachers and pupils will avail themselves of current materials, such as magazine articles, reports of various officials, surveys, newspaper clippings and government bulletins as well as use an up-to-date text written from the child's rather than the adult's viewpoint.

Children should also be given frequent opportunity to enact striking situations in local, state or national life. By this means and thru debates of various important problems raised in the study of the development of our system of government, very real meaning can be given to important conferences and conventions and to strategic situations which would otherwise be passed over by children with little interest. See history course of study on Historical Plays and Pageants.

References:

Patriotic Plays and Pageants—Henry Holt Co., N. Y.
McBrien, America First—American Book Co.
Chubb, Festivals and Plays.

COLLECTION OF MATERIALS

The following minimal list of materials should be found in every schoolroom where Civics is taught:

Pictures and clippings illustrative of community life.
Notices signed by various officials.
Newspaper reports of journeys taken by officials.

Official proceedings of village and city councils and county commissioners.
 Reports of meetings of boards, committees and voluntary organizations.
 Blanks used by various school districts and county officers—lease, deed, mortgage, etc.
 Special forms—licenses, permits, contracts, franchises, tax assessment lists, tax receipts, sample ballots, petitions, etc.
 Plans and models showing present or proposed public improvements—grade-crossing improvements, public buildings, etc.
 Maps made and used freely—locality, district, county.
 Also charts, graphs and diagrams giving many facts relating to civic life.

Such a collection of working materials should be made by teachers and pupils and become a permanent possession of the school. Year by year it may be augmented and revised.

Supplementary and Reference Books and Materials for Pupils

Reinsch, Civil Government. (Textbook.)
 Bailey, What to Do for Uncle Sam.
 *Bryant, I Am An American.
 Cabot and Others, A Course in Citizenship. (Readings for children.)
 *Dunn, The Community and the Citizen.
 Hill, Lessons for Junior Citizens.
 McBrien, America First. (Patriotic reader.)
 Monroe-Miller, The American Spirit.
 Powell, The Spirit of Democracy.
 Richman and Wallach, Good Citizenship.
 Roberts, Rules of Order (Revised edition.)
 Schauffler, Our Flag in Verse and Prose.
 Swain, Civics for Montana Students.
 Lapp, Our America, The Elements of Civics.
 Synon, My Country's Part.
 Tappan, Little Book of the War.
 **Turkington, My Country.
 World Almanac (last edition.)

Free Bulletins:

National Security League, 19 West 44th Street, New York City.
 Teachers' Patriotic Leaflets, Vol. I and later volumes.
 Bulletins and leaflets on various subjects.
 Division of Education, National War Savings Committee, Washington, D. C.
 Bulletins and leaflets on Thrift.
 Learning How to Save.
 Teaching Thrift Thru Arithmetic, History, Geography, English Composition, etc.
 A Thrift Play for Upper Grades.
 National Poster Competition.
 Junior Four-Minute-Men War Saving Contest. (Others in preparation.)

For Teachers:

Engleman, Moral Education in School and Home.
 Cabot, Ethics for Children.
 Congressional Directory. (Secured thru any one of our Congressmen.)

Dewey, Schools of Tomorrow.

*Hill, The Teaching of Civics.

White, School management. (Chap. on Manners and Morals.)

Free Bulletins:

U. S. Bureau of Education, Washington, D. C.

No. 23, 1915, The Teaching of Community Civics.

No. 50, 1917, Training in Courtesy.

No. 17, 1917, Civics Education in Elementary Schools.

No. 11, 1918, A Community Center.

LESSONS FOR LOWER AND INTERMEDIATE YEARS

Lessons in civics for the first five years inclusive should be correlated with language, reading, history, hygiene and geography. Most of the needed material is found outlined in those courses.

The Language curriculum for the first and second years gives particular attention to the problems of the provisions of food, clothing and shelter, value of cooperation in the family, primitive modes of living, etc. Thru these studies, if carefully presented, the child is led to a deeper appreciation of his home and to a better understanding of how to conduct himself in relation to other members of his family and in relation to his playmates.

In the third year his language study of the Indians and of their modes of life gives him a still deeper appreciation of his home; his study of animals and plants in connection with nature study makes him keenly observant and leads him to understand better the meaning of ownership if he is fortunate enough to possess a garden or a pet of his own; and his study of the various holidays puts a new meaning into Thanksgiving or Christmas, if such study has given him satisfaction in sharing his possessions with others.

The fourth year language gives him further study of holidays and their meaning, the lives of Lincoln and Washington, Franklin and other national heroes. The study of games called for should not neglect to give attention to fair play, value of team work and rights on the play ground, all leading directly to consciousness of civic responsibility. During the fourth year the child's horizon is greatly enlarged in his study of history and geography. In these studies, if rightly taught, he is connecting up himself and his community in various ways with the outside world, he is beginning to have a curiosity to understand more about this world and its relations to his little community. In the lessons in geography in his home region he learns to appreciate more fully the inter-dependence of one member of the community upon another, and also soon sees the dependence of the city upon the country and of the country upon the city. The sand table can be made to help make real the somewhat vague gropings of his expanding knowledge. In his history

he should have constant opportunity to pass judgment upon the worthiness of motives of early explorers and settlers. The teacher should see to it that stories of colonial life are constantly compared with our pioneer life of Montana, so that the child does not picture these early settlers as having lived in a world apart from us.

FIFTH YEAR

As children progress in school they should be made more and more responsible for right conduct toward the members of their family, their playmates and their community. In the fifth year, as before, the home, the school and the community should be the points of departure for all civic study. The child is old enough to have some appreciation of the comforts and conveniences which he receives at the hands of his parents and the advantages offered him by the community in the provision of schools, roads, churches, water, lighting and power plants, health department, fire protection, etc. A realization of certain returns the community has a right to expect from him should be brought about, not by sermonizing of teachers but thru a study of these local improvements, their cost and value to the community, the value of the food, clothing and shelter of the home, importance of thrift and appreciation on the part of those who receive so much and give so little. Boys and girls of this age can readily be made to realize that the least they can do is to have proper respect for the property of others and to conduct themselves in the home or the school, on the street or in public places as becomes those whom the community, the county, state and nation are attempting to surround with opportunities which will permit them to grow up worthy citizens.

References:

Fifth Year History Course.
Richman and Wallach, Good Citizenship.
Bailey, What to Do for Uncle Sam.
Cabot, Ethics for Children.
Dewey, Schools of Tomorrow, Chap. VII. (For the Teacher.)
Dunn, Good Citizenship.
Gordy, Our Patriots.
Hill, Lessons for Junior Citizens.
Engleman, Moral Education in School and Home.

Reading:

By reading such books as the following, children will be stirred by a feeling of pride in our country and of sympathy for those who suffered because of Germany's wrongdoings. These books should be in every school library.

References:

Bryant, I Am An American.
Synon, My Country's Part.
Greene, My Country's Voice.

Other library books for individual reading for this year should be of a type which will help to strengthen habits of honesty, thrift, responsibility, industry, truthfulness, politeness, respect and similar virtues in children without the pointing of any moral by the teacher (See introduction); but more important still in establishing these virtues are the daily games on the playground which call for fair play; the class exercises which always call for honest work, and bring forth free expression of admiration for a worthy character and disgust for the unworthy; or the always polite request of the teacher which can receive only a polite reply from the pupil and which more than any other school influences establishes habits of politeness in children; or the gentle voice of the teacher which subdues the boisterous by example rather than by reproof; or the work in the school and home gardens which receives the high commendation of the teacher, thus dignifying labor, and encouraging thrift; or the celebration of Mother's Day or an address by a soldier, either of which should call for respect and reverence on the part of children; or the daily care for the school flag and the flag salute given by the school in sincere attitude of respect. Acts which call for the exercising of the virtues accomplish far more in fixing these virtues in children than all of the instructions which teachers may give about morals. The teacher who is wise enuf to know this keeps a busy school, has children helping her in many ways, and never permits the every day work of children in school to become disassociated from their home and neighborhood interests and activities.

SIXTH AND SEVENTH YEARS

In the sixth and seventh years civic problems may well center about the establishment of fixed habits of good health and thrift and still further development of love of country. The regular work in hygiene and physiology for the sixth and seventh years as outlined in the course of study for these years gives suggestion of numerous problems pertaining to personal and community hygiene.

Projects: (See Hygiene curriculum).

- a. Health surveys.
- b. Reasons for protecting the community from flies and mosquitoes.
- c. How strong, healthful development leads to greater efficiency.
- d. Keeping classroom weight records.

The teacher should have children discover many more interesting problems.

Since the good health phase of the civic problems for these years is well covered in the regular class work in hygiene and physiology, the subject of thrift which is also particularly important at this time when many children are beginning to have some earning capacity, appears to need particular attention from teachers. In the earlier grades teachers will have led children to realize the many provisions made for them in the home and community. A sense of gratitude for comforts and protection will have been stirred. It will be a natural point of departure in sixth or seventh years for a study to be made of such problems as:

- a. The cost of the local school building and equipment.
- b. The total cost of the school for the year, including teachers' salaries, cost of janitor, textbooks, supplies, interest on bonds, etc. (See Arithmetic curriculum for seventh year.)

The above may lead to the problem

- c. The great waste in careless handling of books, pencils, paper and other materials.
- d. A survey of textbooks to determine their value, if they were to be sold to a second hand book dealer and an estimate of the loss to the district from careless handling of books.

It is a well known fact that teachers, who have made children fully realize the cost of free textbooks and the gratitude children should not only feel but show for such provision by the district, have little or no trouble in keeping clean textbooks in their school rooms.

The following problem taken from the New Jersey State Course of Study is especially valuable and typical of others. It may be adapted to a rural school:

Problems:

"As an example of a definite project for a seventh grade civics class, the following suggestions are given:

Select a group of seven or eight children and let this group have for its problem 'What is the waste in paper in our school for a given month?' Let the committee of children collect the waste-baskets of the various rooms of a given building at random days—for example, two afternoons of each week for a period of three weeks. Let them examine the papers found in the waste baskets, taking notes upon at least two items: (1) the amount of unused space on the papers found, (2) the amount of poor and untidy work found on the paper. These amounts can be handled in terms of pages and half pages. When this part of the committee's work has been done it can determine in percentage the amount of the paper wasted in a given room for a given time. If there are several rooms in the contest these rooms should be scored on the basis of their value in saving money for the community. The percentage of untidy and soiled paper would also indicate the room's standing. Such procedure is a practical demonstration in school-room cooperation. If used rightly it would save money for a community and give the growing children of that community the necessary attitude toward the right use of public funds.

It is hoped that teacher and pupils will make the second large problem—value of the public schools to a given community—a vital issue in stimulating pupil interest in the school and the community which it serves, and in stimulating parent and citizen interest in the school and community as cooperating agencies for the good of all. As indicated in the outline, class work should be upon practical questions showing how the schools are supported, how they are administered, how school children may help in having good schools, what the community thinks of its schools, etc.

The third large problem suggested—industries of one's community—offers opportunities to show the relationship of the general community industry with the work of the schools. Practical discussions here show how the school children are influenced by what employment they offer for the people of the community, why the schools should be interested in the industries of the community. All these suggestions show the necessity for pupils of the seventh grade to study their immediate community with reference to what it does."

Such a project may lead to a further study of the cost of education in the state and nation. Thru the use of reports and bulletins pupils may work out an interesting study. This work should never be permitted to become dull and

mechanical. Pupils should always work upon such problems with a view to seeing a relation to their own local conditions. If it can not be done in this way, it had better be dropped.

Home projects in agriculture, such as, a vegetable garden or a school garden, the raising of chickens, or egg laying contest, or the care of animals furnish most practical problems in thrift if properly handled by the teacher. (See courses of study in Arithmetic and Agriculture.)

Thrift Problems:

- a. Mending of school books after figuring the total cost of all the books supplied by trustees.
- b. Covering school books.
- c. Plan of caring for school flag.
- d. Study of most economical ways of using fuel.
- e. The making of schoolroom repairs whenever possible.
- f. Calculating cost of articles made in sewing class.
- g. Calculating cost of articles made at home.
- h. Calculating cost of articles made in manual training class.
- i. Calculating cost of school lunch or materials used in cooking class.
- j. Keeping account of money made in other employment.

References:

- The Teaching of Thrift, State Department of Education, Charleston, West Va.
- The Money Value of Education, Government Printing Office, Washington, D. C.
- Judd and Marshall, Lessons in Community and National Life, Series C, Bureau of Education Bulletin.
- Pritchard and Turkington, Stories of Thrift for Young Americans.
- Engleman, Moral Education in School and Home, Chap. XVI.
- N. E. A. Proceedings, 1916, pp. 196-225.

Such studies can easily be made the starting point for war savings or a savings bank account. All children should be encouraged to have a savings account. More of our schools should establish systems of school savings as has been done in a very few of our larger towns. The good work started in all our schools in our Thrift Stamp sales should not be allowed to stop when the government no longer needs this help from us. Teachers should take advantage of the splendid start we now have in getting children to save their earnings by having them open up accounts with local banks thru the well established plan of a school savings system.

Reference:

- School Savings Banks, U. S. Bureau of Education Bulletin, 1914, No. 46.

It is not sufficient to lead children to save their earnings if we do not at the same time show them how to spend wisely. Each child who is saving his money is likely saving it for some purpose. He may need to bear part of his own personal expenses at this age. If his earnings are going for his clothing or books, he may be making it possible for his parents to keep him in school longer. It is better to dwell upon the value of the good things which can be done with money than to moralize with children regarding the money they waste on candy and picture shows. If the positive rather than the negative aspect of saving and spending is emphasized and children are complimented constantly on their records for wise spending or for saving—even when the earnings and savings are small, but a beginning has been made,—positive rather than negative results are likely to follow.

In these grades the money value of an education can be gone into quite thoroly. The information on the next page was compiled by the Bureau of Education and can be found in Bulletin, 1917, No. 22, The Money Value of Education.

When children see the value of additional schooling in increased earning power, their own education takes on a new meaning. Such an awakening often results in the turning of a savings bank account to a fund for a later high school or college course. It is well for children to be made to realize that many a boy and girl have paid their own expenses thru high school and college and that their chances of success in life were greatly increased thereby.

But children should see another side to the saving and spending of money than merely saving and spending for themselves. They should see the help they can be to their parents, their community and their country thru habits of thrift. Saving should never lead to selfishness. Children should see certain organizations or causes worthy of contributions from them thru a study of such agencies. When boys profit from the privileges offered by a Y. M. C. A. or Boy Scouts a study of the good of such an organization, and similarly the Y. W. C. A. or Girl Scouts for the girls, causes a realization of reasons why the public including boys and girls should support such organizations. See suggestions on Boy and Girl Scouts under Physical Education

What Four Years in School Paid

Wages of Two Groups Brooklyn Citizens

				Those Who Left School at 14 (Yearly Salary)	Those Who Left School at 18 (Yearly Salary)
When	14	Years	of Age.....	\$200	\$ 0
	16	"	" ".....	250	0
	18	"	" ".....	350	500
	20	"	" ".....	475	750
	22	"	" ".....	575	1000
	24	"	" ".....	600	1150
	25	"	" ".....	688	1550

Total Salary in 11 Years - - \$5112.50

Total Salary in 7 Years - - \$7337.50

NOTICE THAT AT 25 YEARS OF AGE THE BETTER EDUCATED BOYS ARE RECEIVING \$900 PER YEAR MORE SALARY AND HAVE ALREADY IN 7 YEARS RECEIVED \$2250 MORE THAN THE BOYS WHO LEFT SCHOOL AT 14 YEARS HAVE RECEIVED FOR 11 YEARS' WORK.

It Pays to Continue Your Studies

in this volume. One's church should have its contributions from boys and girls and opportunities for doing good with contributions as a school should not be overlooked by teachers.

Any lessons bearing upon the cultivation of virtues suggested in the fifth year may well be continued thru the selection of good books and stories bearing upon such subjects for reading and the free discussion of them by pupils. Such selections should be read by the children as:

Hubbard, Message to Garcia, Studies in Reading, Sixth Grade,
Searson and Martin.

Washington, Rules of Conduct.

Franklin, Autobiography.

Scott, Tales of Chivalry, Rolfe Edition.

Antin, The Promised Land.

Booker T. Washington, Up From Slavery.

Helen Keller, Story of My Life.

Riis, The Making of An American.

Seton, Trail of the Sand Hill Stag.

Hale, Man Without a Country.

The following are appropriate problems for children of these grades if the local conditions of the community make it of interest to a particular school to study them:

Study of the mail service. Rural free delivery, parcel post, special delivery, postal money order. How insure safe delivery. Cost of postage. Reason for recent changes in postal rates. Follow the journey of a letter from the school room to its destination in a distant city and the prompt return it brings of the desired bulletin or book. Means of conveyance of mail. Flying machines in the mail service. Where? Carrier pigeons in the war areas. Extent of the postal business in the United States—over 283 million dollars a year before the World War.

Time saving by the telegraph. When to send telegrams in preference to letters. Night letters. Day letters. Composition of ten-word messages. Value of wireless telegraphy. Government control of telegraph systems during the war. The work and experience of messenger boys.

The value of the telephone in the home, school and community. Yearly cost. Usefulness. The work of the telephone girl. Necessity of courtesy on part telephone girls and public in dealing with one another.

Why newspapers and magazines are needed in the home. Which ones are best. Why?

Value of good roads to a community. Disadvantages of bad roads. Dirt roads and how to keep them in good condition. Road tax compared with school tax. Keeping roads clean. Freedom from weeds. Tree planting. The bill board nuisance.

References:

Bailey, What to Do for Uncle Sam, Chap. XIII.

Dunn, Chap. XIV.

Reinsch, Chaps. X, XVI.

Holidays and Special Days

Labor Day, first Monday in September.

Columbus Day, October 12.

Pioneer Day, first Monday in November.

Election Day, Tuesday following Pioneer Day.

Thanksgiving Day, last Thursday of November.

Christmas, December 25.

New Year, January 1.

Lincoln's Birthday, February 22.

Inauguration Day, March 4 (every 4th year.)

Liberty Day, April 6.

Mothers' Day, second Sunday of May.

Arbor Day, second Tuesday of May.

Decoration Day, May 30.

Flag Day, June 14.

Independence Day, July 4.

Some of these should be made the occasion of special exercises at the time they occur. In general each program may include such topics as the origin of the day; customs in observing it; songs, poems and quotations in reference to it.

By executive proclamation certain days have been named at times for special observances. Registration Day, Thrift Day, Liberty Loan Days, etc., have presented excellent opportunities for teaching civic lessons. Include Flag Day. Holidays of foreign nations we have celebrated, such as July 14.

Lessons on "The Flag of Our Country." (See History curriculum, for fifth year.)

References:

Bailey, What to Do for Uncle Sam, Chaps. VIII, X, XIV.

Reinsch, Chap. XXXIV, Chap. on "Patriotism."

Schauffler, Our Flag in Verse and Prose.

Bryant, I Am An American.

Children should become familiar with the story of the World War thru such books as:

Tappan, The Little Book of the War.

Greene, America First.

Benezet, The World War and What Was Behind It.

Sheridan, The Liberty Reader.

EIGHTH YEAR

Aims

1. *To give an appreciation of the protection offered by our government to its citizens.*
2. *To cause boys and girls to realize more fully the responsibility of citizens to their community, county, state and nation.*
3. *To develop an active spirit of co-operation with one's fellow workers.*
4. *To lead to active participation in local civic affairs.*

The eighth grade teacher will eliminate many of her usual difficulties with the subject of civics if she will see to it that each day's lesson bears some definite relation to local community interests. If county, state and national affairs are taken up in connection with the relation these affairs have to the immediate locality, boys and girls will readily see reasons for a state legislature, a supreme court or our national congress and other instruments of government which often seem to them very remote and unreal.

An easy point of departure can be made from the school, the city, the town, or from current happenings of importance, either local, state or national. In the following suggested problems for study this year the teacher should not necessarily follow the order given, but should rather direct children to a study of such topics as are of immediate interest.

Plans for Permanent Peace

Conferences. Representatives; problems to be settled. Significance of plans. Attitude of various nations or their representatives. Attitude of America in the conference. (How the United States has come to be called America. What it means to be an American.) America's responsibility now. (Continue discussion so as to bring consideration of topic up to date.) This study should be based on many standard magazines and newspaper articles.

What We Have Already Done in America to Prove We Are a Democratic Nation

Why was the Revolutionary War, the Civil War and the Cuban War each fought? What other evidences we are democratic? Free entrance of foreigners. Free schools. Free land. Free religion. Compare each of these with other

countries. (Continue.) What evidences have we that we still have some things to learn before our country can be pointed to as a model democracy for all nations? Illiteracy in the United States; in Montana (14,500 in 1910.) (This topic should furnish study for several lessons.) Untrained workmen. Thousands of children who cannot reach a school. (Over 1700 in Montana in 1917-18.) Tens of thousands more who leave school in fourth, fifth, sixth or seventh grades. Have children debate whether such children have a fair show in life. Should this be permitted? Why? Why not? The physically defective, as discovered by our draft boards. Should our government have anything to say about physical education? Why? Why not?

References:

Turkington, My Country.

Talbot, Adult Illiteracy, Bureau of Education Bulletin, 1916, No. 35.

Illiteracy in the United States, Bureau of Education Bulletin, 1913, No. 20.

A Democracy, A Representative Government

Show how this is true in the local school district. Who are the representatives in the district? What are their duties? What happens if these men do not perform their duties as the people wish? Should trustees be elected to keep down taxes or to provide good school advantages for children? Are neglect, inefficiency and graft as inexcusable in local officers as in state and national officers? Why do not all of the people attend to school affairs? Is it better to center responsibility by having a small group represent us or by having large committees? Show that county government is representative. Who represents the people? Name duties of various representatives of the people. From study of local and county needs, develop the care with which certain officers need to be selected to represent the people. How should qualifications for certain offices differ?

Show greater risk in selection of state and national officers. Greater responsibilities, less likely to be known personally. How representatives and senators represent the people. Illustrations of measures passed by state legislature in accordance with wishes of the people of many counties; by Congress.

References:

Turkington, My Country.

Lapp, Our America, The Elements of Civics.

How Officers in a Representative Government Are Chosen

(Note—Study elections when before the public mind—in November or in April.)

1. *The voters.* Who are voters in Montana? Woman suffrage in the state. Number and names of states in which women can vote. Who are citizens? (XIV Amendment.) Registration requirements. Can all citizens vote? Explain. Can the natives of the Philippines, of Alaska and of Porto Rico vote? Who is the intelligent voter? Why a voter should be intelligent. Stress the patriotic duty of every voter to go to the polls and vote. Voting for good measures. Advantages and disadvantages of campaign books. (Use samples in class.)

2. *Primary elections.* Where held, their purpose, manner of holding them. Get a sample ballot or use ballot published in paper. Why a voter cannot split a ticket in the primaries. Advantages and disadvantages of the primary.

3. *General election.* How managed. Ballot clerks, election judges. Dates for elections. Australian ballot system. Why so called. Advantages of the system. Why voting machines are used. How voting by machine is better than by ballot. Use sample ballots in teaching method of marking, either for a straight or for a split ticket. Method of folding. Arguments for and against splitting a ticket. Amendments and initiative in last election. Why measures are voted on directly by the people. Let children hold an election. The duty of every voter to cast an honest vote.

4. *School elections.* When and where held. Why or why not important. Qualifications of trustees. Failure to hold an election indicates a lack of interest in education.

5. *Naturalization.* What a person coming from another country must do before he can vote. Describe the process of becoming naturalized. Why require five years. Are boys and girls of immigrant parents citizens? A "fact" blank on naturalization may be secured from the clerk of the district court. What aliens cannot be naturalized? Why? Duty of foreigners to become naturalized and to learn our language. Teachers can be helpful in preparing immigrants in the community for citizenship.

References:

- Lapp, Our America, The Elements of Civics, Chap. XV.
- Dunn, Chap. VII, XIX, XX.
- Hill, Lessons for Junior Citizens, pp. 124-141, 168-196.
- Reinsch, Chap. III, IV. Supplement, Chap. II.
- Swain, Chap. III.
- Montana School Laws.

An Autocracy

Who represent the people in an autocracy? How chosen? For how long? Give examples. Tho England has a king, show how her government is representative. Where is it preferable to live, in an autocracy or a democracy? Why

are democracies sometimes considered less efficient than autocracies? Why was our government more efficient during the World War than before? What lesson from this?

Institutions Provided by Our Democracy

1. Schools. Advantages of good schools to a community. What happens when boys and girls grow up without an education? How many illiterates are there in the United States? Government plans for teaching illiterates to read and write. (Secure copy of bill before Congress.) What happens when boys and girls leave school in lower grades? Show necessity of education for marked success in life. Several remarkable men have had little schooling. Were they educated? How? Can we all depend upon securing an education as they did? Improvement of chances of success by high school course; by college course. Why is our nation concerned about the success of its men and women? How much money is our national government spending upon public schools? Does it distribute funds to our public schools? Discuss plans for national appropriations for public education and the creation of a National Department of Education. What has brought about this movement? Is education entitled to a representative in the President's cabinet? What of this in other countries? Do you approve of the states having to appropriate an equal amount, as proposed in the bill? Debate above question.

State is spending how much on public schools? How distributed? Is it sufficient to maintain all schools well? Do all states distribute state school funds in same way? Study California. Which seems better? Why?

County spends how much on public schools? How distributed? Is it sufficient to maintain all schools well? Do all counties of Montana distribute county funds in same way? If more funds are needed, which should be increased, the county funds or state funds? Why? May a district tax itself for special funds? Discuss main features of county unit law—purpose, method of changing from district to county unit system, why first and second class districts are not included, uniform levy under county unit system, opposition due to selfishness or ignorance of the law, county unit in nineteen other states, etc. (See 1919 School Law. Secure further information from county superintendent.)

Do schools cost too much? Compare their cost with money spent on automobiles in year. On tobacco. On liquor. On moving pictures.

How does our school term in the United States compare with European countries, Australia, Canada? How does Montana's school term compare with the term in other states? How does school day and school week in United States compare with those of European countries? See Montana Biennial report, 1916-18.

Compulsory education law. Is such a law just in a democracy? Ought not parents be allowed to do as they please about sending their children to school? Debate. What might happen without such a law? Why does irregularity of attendance make education more expensive to taxpayers? What are continuation schools? For whom are they intended? Are they needed in your community? What provision our government has made for them. What proposed bill? What have England and France done since the World War began for the boys and girls who have left school?

2. Other educational institutions in state besides public elementary and high schools. Higher education. Names and locations of institutions. Courses offered at each. How many students without means attend these institutions? Report of visits. How supported?

Schools for special classes—deaf, blind, feeble-minded, orphans, incorrigibles. Has state made ample provisions for each of these classes? Where? How? Can anything really be accomplished for them? Are they all deserving of care? Show why the state can not afford to neglect any of them.

3. Other institutions

What provision has Montana made for tubercular persons? Results accomplished by this institution. Why important for Montana not to neglect these people. (Correlate with study called for in hygiene.)

What provisions have we for old or disabled soldiers? For the insane? For criminals? Reports from children or adults who have visited any of these institutions. Why maintain such institutions?

Other institutions in state for unfortunates, public or private. Should the state be responsible for such people? Should the county be responsible for its poor? What pro-

vision does local county make for its poor? Is it ample? Reports from those who have visited county institutions. Some states provide a home for the aged. Why has this not been necessary in Montana? Under what conditions may it never be necessary?

4. Public health service

Duties of State Board of Health. Why should the state be concerned about these matters? Under what circumstances might we get along without a state board of health? What are the duties of the child welfare division? (See school law.) How can your county secure a county nurse? Why are such legal provisions important? What are the duties of the county board of health? (Correlate with work in hygiene.) How boys and girls can assist local boards of health. (Write health officer to talk to class on work done by county health department.)

References:

Lapp, Chaps. VIII, XXIII.

Dunn, Chap. IX, XV, XVIII.

Turkington, My Country, Chaps. VII, XVIII.

CITY GOVERNMENT

An ordinance which is of interest to children may have been passed by the city council in a nearby town. It may be for the ringing of a curfew bell each evening to have children at home at a reasonable hour; the public may have been warned in the spring to clean up all alleys and premises; notice may have been given of the days of the week when the garbage man would haul away refuse; the question of street paving or putting in a water system or sewer may be under consideration. Many other matters of importance might be under consideration by a city council. There is always some problem before such an organization. Find out what it is.

From the discussion of such problems with the eighth grade class, lead up to other problems of city government, which will develop such topics as the following:

(Do not take up these topics in order, but as they arise out of class discussion.)

1. *Growth.* Story of growth of local town or city. Increases in population. If possible have pioneer resident give class information regarding early history and conditions of town. Origin of name. What geographic factor determined its location and influenced growth, industries and population?

2. *Organization of government.* Why needed. Classes of cities. Class of local city. City officials—names. Different qualifications required for mayor and chief of police; or councilman and city health officer. Duties. Work of city council. How the city's finances are met.

3. *Increase in size and complexity of city's business.* Accompanying difficulties in its management. Possible gradual introduction of commission government, replacing the common form of mayor and councilmen. Use of the initiative, referendum and recall.

4. *Improvements in a city.* Paved streets, lighting systems, water and sewerage systems, garbage disposal, public library, street cars, hospitals, parks and public playgrounds, fire and police departments, etc. By whose authority they are made. Promoting health and civic beauty. Are they worth cost?

5. *Commercial organizations in a city.* Purpose, accomplishments, leaders for a better and bigger town or city. Value of cooperation.

6. *How to practice thrift.* Thrift in city management. The saving habit, begun in previous years more firmly established in children. Review problem on "The Young Citizen and Thrift."

References:

Dunn, Chap. X, XIII, XVI, XXII.

Lapp, Chap. IX and pp. 216-218, 223, 235.

Hill, Lessons for Junior Citizens (selected stories.)

Reinsch, Chaps. XI, XXI, XXII. Supplement Chap. IV.

Swain, Chap. V.

Bonner, The Teaching of Thrift, State Department of Education, Charleston, West. Va.

Judd and Marshall, Lessons in Community and National Life, Series B, Chap. V. Bureau of Education Bulletin.

COUNTY GOVERNMENT

The county commissioners may be discussing the advisability of opening up a new road which may shorten the distance from a certain section of the country to town; a county bridge may have been carried away by high water and there may be discussion as to whether it shall be rebuilt; it may be bonds are being issued to build a comfortable home for the poor of the county; the county commissioners may have refused to allow certain expenses incurred by some county officer; a new member of the county high school board may have been appointed recently; there may be agitation for a county library; the assessment of property of the county may not be satisfactory to many; a county nurse or physician may be employed; a new court house may be in contemplation for the county. Any of these questions and innumerable others are constantly before the public mind.

Teachers should always discover the problems of public interest and within the comprehension of children. From such problems the following topics should arise and be carefully developed, not necessarily in the order given, but preferably as they naturally suggest themselves in the discussion of public issues:

1. *Number of Counties in Montana.* By whom organized. Variations in size, shape, wealth and population. Classes of counties. Class of local county. The largest county in the state; the smallest; the most populous; the wealthiest.

2. *Reasons for such a unit of government.* Interest in common in the city and county, for example: care of poor, preserving the peace, etc.

3. Draw or procure *map of local county.* Have pupils locate the more important features—rivers, mountains, railroad, county seat, towns and cities, some roads, etc. Meaning of county seat. County buildings found there. Description of court room.

4. *County officers*—name them; when elected; by whom; necessary qualifications of each; when they take office; terms of service; compensation; deputies allowed; work each officer does for the county. To what officer you would go to pay taxes, to urge road improvements, to defend your school district, to record title to land, to readjust your assessment, etc.

5. *Taxation*

(1) *Why people are taxed.* When assessments are made. When taxes must be paid. The result of not paying them on time. A tax receipt shown and described.

(2) *Officers connected with taxation*—assessor, board of commissioners and board of equalization, county clerk, treasurer. Duties of each in regard to taxation. Distinction between property, poll, inheritance, income and war taxes. Combining county, state and school taxes for purposes of collection.

(3) *Problems*

a. Upon what does the tax rate depend? How computed?

b. What are this year's tax levies? By whom made? When?

c. How many mills were levied for state funds; local county funds; town or city funds; school district funds?

d. Compare the amounts levied for schools with those levied for other purposes. Which is lower? How much? Are the schools well supported, in comparison with other things?

e. From the county clerk's annual financial report determine the comparative cost of the administration of schools and care of criminals, care of poor, maintaining courts, etc.

f. What part of the school tax does the county pay? The local school district? Is the proportion as it should be? Give reasons. (We do not have a state fund derived from taxation.)

g. From your father's school tax, determine how much he pays annually for your education.

h. Why in a democracy must all property owners pay a school tax, whether or not they have children in school?

i. What proportion of the taxable wealth of your school district is in railroads; in corporation stock; in mines?

j. Why should the tax from corporation property go to support only the schools in which the property is located? What part do the people of other districts have in the support of such corporations? Show how such injustice is remedied in the county unit system of financing schools.

References:

Dunn, Chap. XXI.

Rensch, Chap. IX, X, XIX, XXIII.

Swain, Chaps. I, IV.

Lapp, Our America, The Elements of Civics.

Montana School Law.

STATE GOVERNMENT

It is always possible for a teacher to find some item of state-wide interest in a local or city paper, or to connect her community in some way with state affairs. It may be an address has been delivered by the governor at the county seat from which a point of departure of decided interest to children may be secured; a local person may have received an appointment or election to some position at the state capital; a decision of local interest may have been rendered by the supreme court of the state; several boys and girls of the county may have been winners in club contests and have had a trip to the state fair at the capital; an opinion may have been rendered by the attorney general which affects local interests; local members may be attending the session of the state legislature; important bills under consideration by the legislature may be being considered and reported in the daily papers. The teacher's opportunity to secure and hold the interest of students thru such vitally interesting topics for discussion should never be overlooked. The teacher who sees the difference between this type of study and the reading and reciting upon a certain number of pages in the text has discovered the difference between a live recitation which leaves a lasting influence and one which is endured for the day and remembered only for the eighth grade examination.

The following will naturally arise at various times out of the above problems and similar class discussions:

1. *Constitutional rights.* How determined. Can they ever be altered? Difference between a constitutional provision and a law. Difference between an amendment and a revision of the constitution. What amendments to our state constitution have been made? Who made them? Did they better our laws? Why are amendments sometimes necessary? Why do we hear men sometimes talk of a constitutional convention in Montana? What would such a convention do? Who would finally pass on a revised constitution? Whose will is really supreme in the state?

2. *How laws are made.* From consideration of some proposed bill, or some law recently passed, develop a study of the problem of law making. Organize the class into one house of the legislature; have a presiding officer; have committees appointed; bills introduced and voted upon. Name local members of the house and senate; the particular bills they are interested in or may have introduced; merits of the bills. How a bill becomes a law. What checks are provided against giving legislatures too much power in law making? Special qualifications needed in legislators; how chosen, length of term, compensation. If any members of class have visited the Senate Chamber or House of Representatives, give opportunity for description. If possible have a local member of the legislature talk to the class about some particular bill or law of interest.

3. *How state laws are enforced.* Who is the chief executive officer of the state government? What help does he have in enforcing the laws, if local authorities are unable to do so? Does he often call for such help? Give the chief duties of the lieutenant governor. Name other state officers and indicate the special qualifications they should possess in order to be efficient in performing their duties. Appointive officers and large appointive powers of the governor. Various boards and bureaus. Study special work of several most important. In what ways does their work reach into your community?

4. *How our state laws are interpreted and applied.* Courts have two functions—to interpret laws, as on the constitutionality of a law; and to apply laws, as in fixing penalties for violations. What our government does to him who commits such a crime as robbing a store or postoffice, is disloyal, is insane. Tell what takes place at court. Number of men in jury box. How selected. How their decision is stated. What witnesses have to do. Duty and responsibility of the judge; the jury.

Kinds of courts. Justice court—its limited jurisdiction; the constable. Police court in towns and cities; marshal; police and chief of police. Supreme and district courts—number in the state; location; election, eligibility and term of presiding officers; jurisdiction of each. When a law is declared unconstitutional. By whom?

References:

- Dunn, *The Community and the Citizen*, Chap. XXIII.
Lapp, *Our America*, *The Elements of Civics*, pp. 210-277.
Reinsch, *Civil Government*, Chap. XXIV.
Swain, *Civics for Montana Students*, Chaps. VI, VII, VIII.
Judd and Marshall, *Lessons in Community and National Life*,
Series B, Chap. V. Bureau of Education Bulletin,
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THE NATIONAL GOVERNMENT

These are most opportune times for children to realize the meaning of our national government. There was never a time when people the world over had a keener realization of the meaning of their nation to them. Events of the past four years will have so impressed themselves upon children's minds that there will be no difficulty in pupils' knowing what we mean when we say that our government by joining forces with the allied nations turned the tide of the war to victory. Our flag has a significance as a national emblem which it did not have before the World War. The power which asks us to conserve our food for those whose needs are greater than ours, and we do it, which tells us it needs billions of dollars with which to care for our interests at home and across the seas, and we give it, which builds ships as if by magic and which transports two and a half million men to France in fourteen months and turns defeat to victory, commands not only our respect but our sincere admiration. Every school boy or girl must be glad to claim a nation with the proud record of achievements of which we boast.

Every school library should give children access to books, current magazines and addresses which have a bearing on the great national problems now at issue. Children will naturally be eager to investigate them. Let them report on such a topic as, **What are some of the finest things our country has done in connection with this war.**

References:

- *Turkington, *My Country*.
Tappan, *The Little Book of the War*.
President Wilson, *War Addresses*.
Powell, *The Spirit of Democracy*.

After this preliminary study of the recent achievements of our country, which should not be disconnected from the work of the eighth grade in history, the question may naturally arise as to whether our country has ever before been a friend to other nations. A study of her motives and achievements in the Cuban War and the Boxer Rebellion will be sources of interest and pride to children.

Such discussions will give rise to the need of knowing much more about the powers of the federal government and our relations to it. Let the following topics be taken up as the need of knowing them arises out of discussions of current civic problems.

1. The army and navy. Out of the study of the most interesting period of our history thru which we are passing will necessarily arise a study of our army, the training of the soldier, how his training today differs from that of twenty years ago, military cantonments, health precautions, housing, feeding and drilling, ranks of officers, pay, the Military Academy at West Point, etc. A similar study of the navy, the air and submarine service and the wonderful work accomplished by all of these branches of service should be made.

Study soldiers' insurance, war taxes, draft laws, liberty bonds, war stamps, conservation, rehabilitation of disabled soldiers. How soldiers vote when absent from home.

2. Origin of strength of our national government. Trace thru the beginnings of our national government. Justify colonial resistance to the acts of George III. English statesmen and people for the colonies; George III. and his Hessian soldiers opposed to them. Dramatization of Continental Congress. (McBrien, *America First*, pp. 20-67). In what ways the Articles of Confederation were weak. Need for a national constitution. Problems before the Constitutional Convention. Some of its features traced back into the history of Greece and Rome and certain events in English history, as the Magna Charta, Petition of Rights and Bill of Rights. Broad principles of self-government. Laying the foundation of the republic. Three famous compromises in the constitution. Dramatization of scenes and debates on large questions. Ratification by the states. Correlate this study with history.

3. Testing and interpreting the constitution. Strict and loose construction. Test given by the Louisiana Purchase. States questioning the supremacy of the national government—Virginia, Kentucky, South Carolina, etc. Debates on "States Rights." Nullification. Decision rendered by the Civil War. The constitution as a model for world democracies. Gladstone's declaration,—“the most wonderful work ever struck off at a given time by the brain and purpose of man.” Possibilities of the World War carrying the principles of self-government laid down in our constitution to all undemocratic countries.

4. The home of our government. Locate the District of Columbia. Why needed. How its business is carried on. The Capital of the United States. The Capitol. Various government buildings and their uses. Collect and study pictures on housing of employes during war, for example.

5. What our government does for its citizens. Review problems for lower grades. In what ways the government helps the soldier and those dependent on him, the sailor, the workingman, the farmer, the consumer. Enforcing Pure Food and Drug Act; regulating transportation; checking the power of trusts and corporations; protecting citizens trading or living in foreign lands and on the high seas. Give examples. New duties taken on by the government during the war. Possibilities of these being continued after the war, such as government control of transportation and communication lines. What the citizen should do in return for the help the government gives him. Meeting his obligations. Examples of this during the war.

How does the government provide homesteads? Recent laws affecting Montana homesteads. Draw township, numbering and locating sections. Your location by township, range and section number; transfers and titles to land.

6. How our national laws are made. From a discussion of some bill of local or national importance lead up to a study of congress and its operations. Number of present congress, with reason. Where sessions are held. Study of pictures. Number of senators; of representatives (435). Why Montana has only four members of Congress. Possibility of more soon. Why New York has so many. How the members are elected. (Provisions of XVII amendment.) Their

qualifications, salaries, term of office. Names of measures of importance to our state and our nation, such as, prohibition, proving up on homesteads, war measures. Presiding officer in each house. Why the **speaker** has so much influence. His power to appoint committees. Leading committees in each house—Their work and responsibilities. Three methods by which a bill may become a law, briefly but accurately stated. Compare with procedure in Montana's legislative body.

7. Some important powers granted to Congress.

Why do we have money? At different periods of our history what commodities have taken the place of money? Materials now used for money. Mention "greenbacks," treasury notes and bank notes still in circulation. Where money is coined. How do national banks differ from state banks? Postal savings banks. Thrift stamps. Liberty bonds. Review thrift lessons of earlier grades.

How the government provides money for its needs. Distinction between direct and indirect taxes. Why we have no export duties. Recent increased needs for revenue. Why necessary. How met. Our national debt compared with those of European countries. Its rapid increase. Can our government meet it? How? Have children make investigations to discover all possible sources of revenue for the government from war taxes on various luxuries and commodities, income tax, postage, etc.

How the government protects the inventor and the author. Study of patents and copyrights. Illustrations furnished by the story of some inventor or author who secured government protection.

How war is declared. Contrast our method of declaring war with that of Germany. Work of the special session of congress, 1917. (See history curriculum.) Preparations for the World War. Shortness of time and extent of preparations. Compare with Germany. President Wilson's War Message, April 2, 1917. Why the President is given extraordinary powers when the country is at war. Powers granted various boards, as, shipping board, food administration, fuel administration.

What control of immigration has our national government? Why have we felt obliged to put some restrictions upon immigration? Study different classes of immigrants. What kinds of citizens do they make? Should it make any difference whether or not they become naturalized? Why do people migrate? Why is immigration under national rather than state control?

How people who do the government's work are selected and cared for. Compare the number chosen by election with the number appointed. What is meant by the spoils method? Who originated the system? What attempts have been made to abolish this system? Discover several advantages of the merit system over the spoils system. Explain the government pension system for aged government employees.

How our government is represented in foreign countries. Ambassador Gerard was living in Germany when we declared war against Germany. What was he doing there? What particular duties was he obliged to perform when our relations with Germany became strained? Why is it necessary for nations to have representatives residing in other countries? What are their duties? How do duties of consuls differ from those of ambassadors and ministers? How do these officials obtain their positions? What particular qualifications do they need in order to be satisfactory representatives? Show how treaties and international law are of assistance to our foreign representatives in performing their duties.

Some denied powers. Why are such provisions as the following made a part of the constitution? No writ of habeas corpus, no *ex post facto* law, no direct tax (except on incomes) no export tax, no titles of nobility. Compare with other nations.

8. How our national laws are enforced

a. *The President.* Qualifications. Nominating conventions. Election campaigns. Inauguration day. Description of the White House. Important powers and duties of the president, such as, commander-in-chief, message to congress, pardoning power, appointive power, veto power, convening congress, extraordinary powers during the war. Should congress and the president be of the same political party? Why or why not?

The World's Almanac, 1917, p. 523, gives a table of the annual incomes of the royal families of Europe—England, \$2,790,000; German emperor, \$3,737,186; Austria-Hungary, \$4,567,000; Italy, \$2,992,000. What is the salary of our presidents? Our country stands for democracy and a fair wage. Contrast this with statistics from the reports of the National Bureau of Labor, covering annual wages of underground coal miners. Miners in Austria in 1900 received \$177.52; in Silesia of Germany in 1903, \$219.59; in France in 1903, \$280.43; in the United Kingdom in 1902, \$219.00, in a year of fifty weeks; in Pennsylvania of the United States, 1910, \$525.70; in Butte, 1918

b. *The President's Cabinet.* What it is. Number of departments. Name them (any order will do.) Why a Department of Education is needed. Present (or recent) bill creating such a department before Congress. Why citizens should write letters to their representatives and senators urging their support of a good bill when before Congress. How members of the cabinet are chosen. Some of their chief duties. Which department attends to Indian affairs, soldiers' insurance, coining money, weather reports, buying of army guns, foreign relations, rural mail, irrigation projects, forestry, copyrights, immigration, building lighthouses, quartering soldiers, arming a vessel, collecting duties, national banks, stamps, farmers' bulletins, the census, child welfare, treaties, labor strikes, receiving ambassadors, etc. Explain civil service.

9. How our national laws are interpreted and applied

Federal courts for those who will not contribute to the progress of the nation. Activity of these courts in dealing with sedition, disloyalty, espionage, sabotage and slackers during the war. Three federal courts—district, circuit and supreme courts. How judges are selected. Term of office. Number of judges in the supreme court. Cases which come before it. Its work in modifying and expanding the Constitution thru interpretation and construction placed upon its terms so as to keep pace with the expansion of our country, our people and our enterprises. Importance of the doctrine of applied powers. Names of the present chief justice and former ones well known.

References:

Dunn, The Community and the Citizen.
Reinsch, Civil Government.
Swain, Civics for Montana Students.
Lapp, Our America, The Elements of Civics.
Judd and Marshall, Lessons on Community and National Life,
Series B and C. Bureau of Education Bulletin.

ORGANIZING PUPILS INTO A LITTLE CITIZENS' LEAGUE

1. Motions made

A member must rise and address the chair by saying, "Mr. (Miss) Chairman." The chairman "recognizes" the member by speaking his name, thus "giving him the floor." When the member has been recognized he makes the motion, saying, "I move that," etc., or, "I make a motion that," etc.

2. Motion seconded

Any member without rising and without addressing the chair may say, "I second the motion."

3. The question

The chairman then states the question by saying, "It is moved and seconded that," etc. "Do you wish to discuss the motion?" After discussion it is put to a vote. One form is the following: "All in favor of the motion, say *aye*; all opposed, *no*. The *ayes* have it and the motion is carried."

4. Practice in making motions

With a larger pupil acting as chairman. Acquaintance with parliamentary terms.

5. Other kinds of motions

The motions mentioned so far are called *Principal Motions*. After the children have had considerable practice in their use, the following seven *Subsidiary Motions* should be taken up, *one at a time*. See Roberts' Rules of Order (Revised), pp. 104-153.

a. *Motion to Lay on the Table.* This motion may be applied to any principal motion and when made is undebatable and must be put any time the members may vote "to lay the motion on the table." This motion, if carried, disposes of the main question temporarily. At any time the members may vote "to take the question from the table."

b. *The Previous Question.* This motion cuts off further debate on the question. Its form is, "I call for the previous question." After it is seconded the chairman says, "the previous question on the motion to, etc., is called for. As many as are in favor of ordering the previous question on that motion will rise. Those opposed will rise." If two-thirds vote in favor, the question is carried, and the chairman continues, "there being two-thirds in favor of the motion it is carried, and we shall now vote on the main question. All in favor, etc., say aye; opposed, no."

c. *Motion to Postpone to a Certain Time.* If this motion is carried the main question becomes "orders of the day" whenever that time comes to which it is postponed.

d. *Motion to Commit or Refer to a Committee.* Frequently it is wise to get a small number of specially qualified persons to investigate the merits of a proposition. If referred, the subject is brought before the assembly again in the committee's report.

e. *Motion to Amend.* An amendment may involve (1) adding words to the motion; (2) striking words from a motion; (3) substitution. An amendment may be amended, but not an amendment to an amendment.

f. *Motion to Postpone Indefinitely.* This motion, if carried, prevents the question from being introduced again during the meeting.

g. *Motion to Limit or Extend Limits of Debate* may be omitted, as it is not likely to be needed by the children.

6. Organization

After the children have learned to make motions and to put them *the club may be organized.* Have them elect a president and secretary and appoint a program committee. A short program may be given after the "business" meeting or the parliamentary practice. For this practice suggest topics that they may use as subjects for motions. Guide and instruct them but do not fail to have them get the practice.

7. Other motions

a. *Questions of Order and Appeal.* The chairman must enforce all rules and decide parliamentary questions. If a member observes a violation of a rule he rises and says without waiting for recognition: "Mr. Chairman, I rise to a point of order." This may be done even while another member has the floor. The chairman says "state your point," after which he renders his decision by saying, "the point is sustained" or "the point is not sustained." If a member is dissatisfied with the ruling of the chairman, he may rise and say, "Mr. Chairman, I appeal from the decision of the chair." After the appeal is seconded, the chairman puts the question: "Shall the decision of the chair stand as the judgment of the assembly?" If not overruled by a majority, the decision stands.

b. *The Suspension of the Rules.* The suspension of the rules requires a two-thirds vote.

c. *Objection to the Consideration of a Question.* It must be made immediately after a subject has been introduced. *This does not require a second* but needs a two-thirds vote to be carried. Why this provision in parliamentary practice? Why so large a vote?

d. *Call for a Division of the House.* This call may be made without obtaining the floor. It requires no second. After a vote has been taken, this *rising* vote may be called for to ascertain the exact number voting on each side.

e. *Privileged Motions.* To fix the time to which the assembly shall adjourn; to adjourn. Call for the orders of the day. Questions of rights and privileges of members.

f. *To Reconsider.* This motion can be made on the same day the motion was acted upon or the day after. It must be made by a member who voted on the prevailing side. If carried, it brings the original question before the assembly for further discussion and vote. If it is too late to reconsider, a motion to *rescind* is in place. If carried, the effect is the same as if no motion had been made.

8. Constitution and By-Laws

After some time a committee may be appointed to draw up a *Constitution* and *By-Laws*. The following constitution is suggested for a school organization of children. It should be modified according to the needs of each school.

CONSTITUTION.

Article I. Name.

The name of this organization shall be The.....Little Citizens' League.

Article II. Object.

The object of this club is to give the pupils of our school practice in conducting meetings, and to improve the physical, social and moral conditions in and about the school and in the community at large.

Article III. Membership.

Membership shall be open to all pupils of.....

Article IV. Officers and Election.

The officers of this club shall be a President and a Secretary-Treasurer, who shall perform the duties usually required of such officers in similar societies. The officers shall be elected at the (first) meeting of the club in the school year.

Article V. Committees.

Sec. 1. *Executive Committee.* The officers, together with the teacher, shall form the Executive Board of the Club. This committee shall confer upon questions regarding the welfare of the club, consider and recommend matters of importance, and act for the club in unusual matters requiring haste.

Sec. 2. *Program Committee.* Every two months of the school year the executive committee shall appoint a program committee composed of three members whose duties it shall be to arrange the programs.

Sec. 3. *Special Committees.* Special committees shall be appointed by the President, with the approval of the Executive Committee, as occasion shall require.

Article VI. Meetings.

The club shall hold regular meetings on alternate Thursday afternoons to take the place of the civics class. With the consent of the teacher, a longer time for these meetings may be arranged.

Article VII. Dues.

The dues of the club shall be.....per school year for each member, to aid in meeting the local expenses of the organization.

Article VIII. Quorum.

.....members shall constitute a quorum for the transaction of business.

Article IX. Amendments.

The Constitution may be amended by two-thirds vote of the members at any regular meeting.

9. Order of business

The following order of business is suggested: Call to order. Song. Reading minutes of the previous meeting. Report of special committees, if any. Report of standing committees (Program, Executive.) Unfinished business. New business. Special program—discussion. Adjournment.

HYGIENE AND PHYSIOLOGY

GENERAL SUGGESTIONS

Aims in Teaching Hygiene

To develop:

1. *A health consciousness.*
2. *Habits of personal hygiene.*
3. *Sanitary habits in the home and school.*
4. *Community health responsibility and cooperation.*

Elimination of Technical Physiology and Anatomy

Old courses of study in hygiene and physiology are fundamentally unpedagogical as they lay emphasis on information only. Textbooks have stressed anatomy and physiology rather than hygiene and sanitation, disease rather than health. The ability to name the bones of the body has not been connected with healthful living. The textbook material has been given in such specialized and advanced form that there has been little or no opportunity to use the knowledge gained. Neither the approach nor the application has been related to the child's experience. Such technical instruction has no place in the elementary school and must give way to subject matter that can be of immediate use in personal and community health.

Habits in Hygiene

Hygiene is more a matter of habit than of knowledge. Knowledge must be tied up with daily living if it is going to react on conduct. If the study of fresh air, for example, does not tend to make the child conscious of foul air in the school room and result in his feeling a responsibility in schoolroom ventilation, the time spent in its study has been wasted. If the time spent on the study of cleanliness and disease germs does not result in the child's washing his hands before eating, the teaching has been a failure.

Daily opportunities must be given children to use the acquired information in order to develop a health consciousness and to establish meaningful habits of hygienic living. To discuss the need of good posture in the hygiene recitation period and allow pupils to recline at their seats with caved-in

chest and crooked spines, will not effect good habits of posture. The problem must be so personal and so concrete that children will see their own opportunities for establishing healthful habits.

Problem Method in Hygiene

Health as such is an abstract and uninteresting subject to children. Their interest is aroused only when they see how health aids them to do things, to become skillful in that in which they are interested, to increase their endurance and self-control.

The approach to any phase of hygiene should be from that natural interest—games and work—and each group of facts should be used as a solution to a problem that is concrete and personal. The problem should be kept in mind and often referred to during a lesson or group of lessons. The class should feel that to solve these problems and to begin to acquire good health habits will be of immediate and tangible use. Only in this way will there be a motive for the work. Without a motive the desired habits will not be established and the time spent in the study of hygiene will have been wasted.

As health is almost entirely a matter of habit, every problem must be continued thruout the course in order to give time for an activity really to become a habit. For example, if during the study of mastication of food, children experiment during the noon lunch to see how much less they need by the thoro chewing of food, it must be continued day in and day out if thoro mastication becomes a habit. This is the only way that that the hygiene lessons will function in daily living. A temporary interest will be of little value; it must carry thru in a progressive course of action to its fulfillment.

Correlation

As everything in the environment should contribute to individual health, it is impossible to make the study of hygiene an isolated subject. A few authorities believe that it should not be a study by itself but only incidental to other subjects. Unless some time is set apart for this work, however, it is sure to be neglected. As health habits are second to nothing, not even the ability to read, emphasis that is much more than incidental should be put on this subject in at least two years of school.

Hygiene necessarily overlaps civics, nature study, household arts, and moral instruction. For example, the time that has usually been given to the abstract and meaningless study of food elements in the old physiology, should be devoted to a close correlation of noon lunch, bread and canning club work and hygiene. The study of topics of digestion and analysis of foods should result in better habits of preparing and eating food, if the approach is from the personal and immediate interest of school and home projects.

In a similar way the study of exercise and its effect on lungs, heart, muscles, and blood followed by concrete illustrations in organized play at recess will react in developing body, mind and character. In this way hygiene will be used indirectly as one of the best means of teaching morals by developing a spirit of fair play, persistence, courage, generosity toward opponents, and cooperation.

By creating an interest and responsibility in community sanitation the best kind of civics is being learned. The study of the laws of the State Board of Health in regard to the care of stables, disposal of garbage, lighting of school houses, etc., will be a concrete illustration of the relations of the state and community.

Hygiene in the Lower Grades

A systematic study of hygiene will not begin before the sixth year. That does not mean, however, that pupils of the first five years are not to learn a few elementary facts and principles of how to care for their bodies. It is of great importance that they begin to acquire hygienic habits as early as possible, but those habits will come to them largely thru imitation of the teacher and older pupils. If the teacher and older girls, for example, are careful about having clean nails, well-blackened shoes, and neatly arranged hair, there is sure to be a reaction among the younger children. If the older boys are particular about scraping their shoes before entering the schoolroom, standing well when they recite and taking plenty of time to eat lunch at noon, the little boys will be more easily taught those things. The importance of the teacher's example cannot be too strongly emphasized.

The younger pupils should participate in many of the exercises given in the following outline for sixth and seventh years. Sometimes they may observe, as in blackboard drawings made of each other's posture, again act as subjects in demonstrating "first aid", or they may dramatize for the older pupils as a means of demonstrating certain principles as proper method of brushing the teeth, how to cut meat at the table, eat soup or lay the table. In this way all pupils will be working cooperatively in making the school and community a healthier and happier place in which to live.

Daily Inspection

The following questions by Dr. E. B. Hoag were used in daily inspection of pupils in the Minnesota schools. Only a tactful teacher who has the confidence of pupils and patrons can conduct such an inspection advantageously. She can do more good in inculcating habits of cleanliness by such a survey than by years of preaching and teaching about bacteria and germs. Older pupils may assist in making the inspection, which should be made daily, if possible, in order to be effective.

1. Are the hands clean?
2. Is the face clean?
3. Is the hair clean, well brushed and cared for?
4. Are the nails clean and neat?
5. Do the teeth look clean?
6. Has the tooth brush been used?
7. Are the ears clean?
8. Is the clothing neat and clean?
9. Are the shoes neat and well blacked?
10. Does the child have a handkerchief?

Health Surveys

There is nothing that will open the eyes of teacher, pupils and patrons as to the need of health instruction, medical care, community clean-up, etc. as a survey of hygienic and sanitary conditions of the community. In bulletin Number 44, 1913, U. S. Bureau of Education, "Organized Health Work in the Schools," pp. 18-22, health surveys of individual children and sanitary surveys of the home, school, dairy, etc. are given. Teachers are urged to use this bulletin and to take or to have these surveys taken. Pupils may do much of the work. If there is a Parent-Teacher Association or other similar organization, it would be well to have the

survey work taken up by the organization. The teacher will have to be responsible for putting the matter before these people and getting them in touch with the bulletin mentioned above.

Use of Text and Reference Books

No one textbook will contain the subject matter needed, so it will be necessary to make constant use of supplementary books. A few good reference books, especially the Gulick Hygiene Series, should be in every school library and used freely by teachers and pupils. Government bulletins and many others given in the bibliography are often valuable as reference books and should be cataloged with other library material. See list at the end of this outline.

It is important that the teacher read at least one good book a year on method, theory or content of each subject which she teaches. Teachers are urged to own at least one book and several bulletins that are given in the Bibliography for Teachers.

Recitation Periods

When courses of study emphasized anatomy and physiology, teachers usually used the recitation period for oral reading of the textbook material which had previously been studied but not understood nor learned by the children at their seats. Of course this is a wasteful use of recitation periods and unnecessary when the establishment of health habits, rather than technical information is the chief aim of the work. Much of the study period time will still be spent in gaining information but that should be followed by recitation periods in which the ways of using that knowledge will be the dominant feature.

If the approach to every new subject is made thru a personal problem, as suggested before, a motive will naturally develop to work out rules or principles to follow, as how to develop a symmetrical body, or how to prevent my family from having a contagious disease. Occasionally whole class periods should be devoted to establishing such sanitary or hygienic principles, tho this should not be forced. Much that should be given to assignment of seat work and here more than anywhere else, the teacher's preparation is in evi-

dence. A knowledge of all library material, opportunities for correlation, a use of drawings and other illustrative material will enrich the assignment. Pupils should cooperate occasionally in making or suggesting their own assignments.

Hygiene Posters

The more blackboard drawings and diagrams are made by pupils and teacher, the more concrete and helpful the lessons will be. Pupils should make charts and posters, sometimes of the nature of those used, in "Better Baby Contests" and "Swat the Fly" campaigns and again pictures and drawings may better serve the purpose if they are used to represent "before" and "after" or "good conditions" and "bad conditions" with emphasis on the former. For example, in studying the care of the feet the work will be more practical if children collect and mount pictures of the good and bad types of shoe, the Chinese shoe and the Grecian sandal, etc. These posters will be effective in school extension work if used for exhibits for "good health" or "clean-up" days. In this way the school will be active in producing better hygienic and sanitary conditions in the community. (Every teacher should have the little bulletin "Health Charts" by Dr. Wood which gives illustrations of health charts or posters. See Bibliography at the end of this outline.)

SIXTH YEAR

(In rural schools of five years or more, the sixth and seventh year pupils will be combined. The following outline will be taken even years 1920-21, 1922-23, etc.)

A. PERSONAL HYGIENE

Good Blood and Health

Problem: *In what way does a healthy body depend upon a strong heart and good circulation?*

a. The Pulse and Breathing

Determine the heart beat by counting the pulse. Count the pulse before recess; after exercising. Effect of exercise on the heart. Need of gradually strengthening the heart by exercise. Breathing as an indication of the amount of work the heart can stand. Experiments in running, skipping, etc., to control breathing. Effect of exercise on the size of the heart.

b. The Heart and Blood Vessels

Bring the heart of a pig or sheep to school. Open it and study parts. Name ways the heart can be helped to distribute the blood thru the body. Explain the work of these helpers. Read what Harvey discovered about the blood. The veins of the hand. Compare color of blood in veins with that of arteries. Effect of exercise on circulation; cold baths on circulation. How may most people gradually accustom themselves to cold baths?

c. Composition of the Blood

Where is it made? Necessity for proper food in order to have good blood. Anaemia and its causes. Diet for an anaemic person.

d. Effects of Drugs and Alcohol on the Heart.

Study labels on patent medicine bottles to find how much alcohol they contain. Danger from headache and other coal tar tablets. Make a list of the amount of alcohol as given on labels of well known patent medicines. List common "remedies" containing opium, cocaine, acetanilid (a powerful heart depressant), chloral hydrate, or other harmful drugs.

e. First Aid

Demonstrate how you would give first aid to a person bleeding from the arteries; veins.

References:

- Conn, Elementary Physiology and Hygiene, Chaps. IV, IX.
Tuttle, Principles of Public Health, pp. 172-174.
Wiley, Health Reader, Chaps. III, VIII, XXVIII, p. 437.
Jewett, The Body at Work, Chaps. X, XII-XIV.
Jewett, Good Health, Chaps. XVI, XVII.
Gulick, Emergencies, Chaps. VI-IX.
O'Shea and Kellogg, The Body and Health, Chaps. V, VI.
O'Shea and Kellogg, Making the Most of Life, pp. 152-155.
Gregg, Hygiene as Nature Study, pp. 147-149.
Farmers' Bulletin No. 377, Harmfulness of Headache Mixtures,
Department of Agriculture, Washington, D. C.

Fresh Air Breathing

Problem: *How will fresh air and deep breathing make a healthy body?*

a. Increase in Chest Capacity

Notice the movement of your chest as you breathe. Place one hand on your chest and the other on your back to feel the expansion. Measure your chest as you inhale, ex-

hale. Keep a record of your chest expansion and compare once a month. Make a set of rules to help you increase the expansion of your chest. Of what value will the increased chest be? Place your hand on each side of the body just over the lower ribs. Where should the breath come from? Position and movement of the diaphragm in breathing. Need of loose clothing. Breath control in singing, reading. Experiment in sustaining tones. Correct phrasing in reading and singing. Effect of posture on breath control.

b. Organs of Breathing

Organs within the chest. Describe the lungs. Importance of lungs to entire body. Need of exercising lungs as well as other parts of the body. Draw a diagram of the air passage. Follow breath of air from the nostrils and back again. Condition of air when exhaled. Natural breathing tubes. Nature's method of filtering the air. Need of keeping air passages clean. Responsibility of older children in seeing that younger children are supplied with clean handkerchiefs.

c. Effect of Cigarette Smoking on the Lungs

Where has the smoke been that a cigarette smoker blows from his nostrils? Effect on lungs. What effect does cigarette smoking have on weight, height, color of skin, conduct, mental ability?

d. Growth in Air Passages

Effects of mouth breathing. Thumb-sucking and the use of "pacifiers" as causes of adenoids. Appearance of a person with adenoids or other growths in nasal passages. Effect of adenoids on general health; mentality; disposition. Need and ease in having adenoids and enlarged tonsils removed by physicians. Make adenoids chart. (See Wood's Health Charts, 16 and 17.)

e. Colds

Causes of colds. Symptoms. Danger of contagion from coughing and sneezing. How to cover the mouth when coughing and sneezing. Good ventilation a preventive of colds. Other forms of resistance against colds. Make out a set of rules to help you resist colds; to cure colds. Catarrh and chronic colds. Ventilation, exercise and deep breathing as preventives.

f. Tuberculosis

Prevention. Spread of tuberculosis. Tuberculosis a germ disease. Tuberculosis a curable disease. Care of sputum and handkerchiefs. Forms of tuberculosis. Mistaken notion of inheritance of tuberculosis. Impure milk as a carrier. Flies as carriers of germs. Danger from dust, damp cellars, unclean food, common drinking cup, dirty toilets. Danger from certain kinds of drinking fountains. Care and isolation of tubercular patients. Danger from houses where tubercular people have lived. Open air schools.

g. Pneumonia

A germ disease. Preventives. Fresh air, sufficient clothing, keeping feet dry, plenty of sleep, exercise. Dangers to users of alcoholic liquors. Increase in number of cases in February and March. Reason. Care of pneumonia patients. Fresh air as first requisite; out-door treatment.

References:

- Conn, Elementary Physiology and Hygiene, Chaps. V, XV, pp. 182-184.
 Tuttle, Principles of Public Health, Chaps. XXXI, XXXII.
 Kinne and Cooley, The Home and the Family, pp. 168-176, 218.
 Wood, Health Essentials for Rural School Children, pp. 11-13, (Bulletin.)
 Wood, Health Charts. (Bulletin or Charts.)
 Jewett, The Body at Work, pp. 209-210.
 Ritchie, Primer of Sanitation and Hygiene, pp. 270-275.
 O'Shea and Kellogg, Health Habits, Chaps. IX-XI.

Building Strong Nerves

Problem: *How we may become efficient by building strong nerves?*

a. The Body as a Large Industrial System

The brain as superintendent of the system. Line of communication to muscles thru spinal cord and nerves. Brain as controller of muscles.

Reflex Action and Habit Formation

How good habits may be formed. Illustration in hygiene; arithmetic. Importance of habit. Age when habits are formed. List habits that are being formed at school; at home. (Teachers should study a chapter on habits from some good psychology.)

c. Effect of Sleep on Nerves and Brain

Amount of sleep needed at different ages. Proper position for sleeping. Fresh air during sleep. Regular hours for retiring.

d. Effect of Alcohol and Patent Medicines on Brain

On the nerves. Effect on cigarette smoking. Attitude of railroads and other large companies toward employees using alcohol. Reason for recent laws. World War and its effect on "dry" laws, Russia, France, United States.

e. Health of Brain and Nerves

Effect of mental activity; motor activity. Industrial work in school as an aid to mental work. Waves of fatigue. Time of day when a change of work is needed. Exercise and cold baths as stimulants to healthy nerves.

References:

Conn, Elementary Physiology and Hygiene, Chaps. IX, X, XI.
Tuttle, Principles of Public Health, Chaps. XII, XV.

Jewett, Good Health, Chaps. XI-XIII.

Wiley, Health Reader, Chap. XXXI.

Ritchie and Caldwell, Primer of Hygiene and Sanitation, pp. 90-97.

O'Shea and Kellogg, The Body in Health, Chap. XII.

The Skin and Health

Problem: *How to have a clear, healthy skin.*

a. Body Waste Matter and Skin

Structure of the skin. Two functions. Perspiration. The kidneys and waste. Drinking water for an "Internal Bath". Need of cleansing the stomach and bowels every morning. Need of removing waste matter from the skin by frequent bathing. Relation of health and bathing. Body waste matter makes frequent change of clothing necessary. Need of different clothing day and night. How to bathe. Frequency of bathing. Winter bathing. Bathing facilities in the home. Individual towels and wash cloths. Effect of clean, healthy skin on the complexion. Use of camphor ice in treating chapped lips and cold sores. Care of the nails, demonstration. Cause and treatment of itch. (Solution of baking soda 1 tbs. to 1 pt. water). Unbroken skin is resistance against germs.

References:

- Conn, Elementary Physiology and Hygiene, Chaps. VII and VIII.
 Tuttle, Principles of Public Health, Chap. XIV.
 Gulick, Emergencies, Chaps. VII, XI, XII.
 Jewett, Good Health, Chap. XII.
 Ritchie and Caldwell, Primer of Hygiene and Sanitation.
 O'Shea and Kellogg, Health Habits, Chap. XVII.

o. The Hair

Clean hair as a mark of refinement. Effect of grooming on a horse's coat. Cleanliness and brushing as preventive of dandruff and falling hair. Cleanliness and "fluffy" hair. Frequency and method of shampooing; tar, castile and ivory soaps; method of applying, rinsing, drying. How prevent "taking cold" after a shampoo in winter. Individual comb and brush-care. Hair as an absorbent of kitchen odors. Need of wearing a cap when cooking; dusting. Style of hair dressing as an index of refinement.

References:

- Tuttle, Principles of Public Health, p. 169.
 Conn, Elementary Physiology and Hygiene, pp. 159-160.
 Jewett, Good Health, Chap. XXI.

Caring for the Senses

a. Sense of Sight

Problem: *How may the eye defects of school children be reduced?*

(Dr. Wood reports that 21 per cent of rural school children and 13.4 per cent of city school children have eye defects.)

Structure of the eye. Strain of eye sight in school. Law requiring windows on left and rear of school buildings only. Reasons for windows' being "banked or grouped. Reason for windows' reaching to ceiling. Tired eyes as a danger signal. Headache as one sign of eye strain. Need of glasses to correct eye weaknesses. Danger of using glasses not specially fitted by a competent oculist. Testing the sight at school. (See Snellen's Eye Test Chart mentioned below. Directions come with chart.) Proper position for reading. Protection of babies' eyes from direct light when awake or sleeping. Indian and Japanese method of carrying babies as

cause of eye trouble. Danger from public towels and wash basins. Removing particles from the eye. Solution of boric acid, a remedy for inflamed eyes. How to bandage the eye.

References:

- Conn, Elementary Physiology and Hygiene, pp. 214-222.
 Tuttle, Principles of Public Health, Chap. XIII.
 Gulick, Emergencies, Chap. XIV.
 Ritchie and Caldwell, Primer of Hygiene and Sanitation, Chap. XXIV.
 O'Shea and Kellogg, The Body in Health, Chap. XIII.
 Hoag, Organized Health Work in Schools, p. 20.
 Wood, Health Charts, pp. 14, 15, 28.
 Snellen's Eye Test Chart should be used in testing the children's eyes. (Any school supply house, 10 cents.)

b. Sense of Hearing

Problem: *How should we care for the ear?*

Structure of the ear. How we hear. Cause of earache; treatment. Mistaken notion of outgrowing earache. Adenoids as a cause of deafness. (23.4 per cent of rural school children have adenoids; 12.5 per cent of city school children have adenoids.) "Running" ears as a cause of deafness. Need of skilled physician to care for the ear. Demonstration of ear bandaging.

References:

- Tuttle, Principles of Public Health, Chap. XIII.
 Conn, Elementary Physiology and Hygiene, pp. 222-226.
 Ritchie and Caldwell, Primer of Hygiene and Sanitation, Chap. XXVI.

Bulletins:

- Hoag, Organized Health Work in the Schools, p. 19.
 O'Shea and Kellogg, The Body in Health, Chap. XIV.

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|-------------------|---|---------------------------------|
| c. Sense of Taste | } | Conn, pp. 226-235. |
| d. Sense of Smell | | O'Shea and Kellogg, the Body in |
| e. Sense of Touch | | Health, Chap. XV. |

The Teeth and Their Care

Problem: *How may we have good health thru good teeth?*

Causes of toothache. Treatment of toothache to prevent inflammation. Causes and prevention of decayed teeth. Why were young men who have bad teeth rejected by draft boards? Structure of the teeth. First appearance of permanent teeth. Decayed baby teeth a danger to new teeth. Care of first teeth. How help a younger brother or sister to

establish a habit of caring for the teeth. Salt or soda as home "tooth powders." Lime water as a mouth wash. How and when to use a tooth brush. Individual tooth brush. Care of tooth brush. Effect of good teeth on digestion. Good teeth and general health. Need of false teeth due to early neglect. Good teeth as one preventive of tuberculosis and other infectious diseases. Why soldiers in camps were required to brush their teeth twelve times a day during influenza epidemic. Cause of irregular teeth. Adenoids as causes of prominent front teeth. How irregular teeth may be straightened.

References:

- Tuttle, Principles of Public Health, Chap. X.
- Conn, Elementary Physiology and Hygiene, pp. 37-39.
- *Ferguson, A Child's Book of the Teeth.

Bulletins:

- Hoag, Organized Health Work in Schools, p. 19.
- Wood, Health Charts, p. 18.

B. COMMUNITY HYGIENE

Problem: *What should guide us in choosing a healthful location of a home.*

Healthful Location of the Home and School

Elevation. General surroundings. Sunlight. Location in relation to barns; toilets. Water supply. Danger from streams; springs, wells, impure water as chief cause of typhoid fever and intestinal diseases. Location of well. Precaution against pollution by surface water. Make drawing of farm yards in community showing barns, sheds, chicken houses, toilets, etc., and place well in good position in relation to buildings. Drainage. Cost of piping water to the house. Sink in the kitchen.

References:

- Hutchinson, Community Hygiene, Chap. XXIII.
- Conn, Elementary Physiology and Hygiene, Chap. XVI.
- Kinne and Cooley, Food and Health, pp. 20-25.
- Ritchie and Caldwell, Primer of Sanitation and Hygiene, Chap. XX.
- Teaching Community Civics, Bulletin No. 23, Bureau of Education, Washington, D. C.

Home and School Toilets

Problem: *How may outdoor toilets be made sanitary?*

Location. Screening

For moral reasons; aesthetic reasons; lattice vs. tight board screen; vines, hops, woodbine, etc., as additional screen. How built. (Study pictures in bulletin 463, The

Sanitary Privy). See bibliography. Care. Use of unslacked or chloride of lime; use of whitewash as a disinfectant; need of lock and key for school toilet.

References:

- Farmers' Bulletin No. 463, The Sanitary Privy.
No. 270, Modern Conveniences in the Farm Home.
Bulletin No. 17, Department of Education, Sacramento, Cal.,
Disposal of Sewage in Rural School Districts.
Kern, Among Country Schools.

Disposal of Slops, Garbage and Rubbish

Problem: *How shall waste water, garbage, and rubbish be disposed of?*

Sink Drains

Use of chloride of lime as disinfectant. Prevention of slop water from collecting. Plan and cost of septic tank. Garbage and fly breeding. Covered garbage pails. Use of fresh paper each day to save work. Care of garbage pails. Use of chloride of lime. Disposal of tin cans, bones, etc. Compost heap as an economic means of garbage disposal. Use of ashes. Plans for community "Clean Up" day. How to get cooperation of whole community. Best time. Tentative plans with some community organization. Need for individuals' beginning at home. Public places that need attention. How to make "Clean Up" day a "good time" event.

References:

- Kinne and Cooley, Food and Health, pp. 143, 266.
Overton, General Hygiene, p. 176.
Kinne and Cooley, The Home and the Family, pp. 139, 260.
Gerharz, Waste Collection and Disposal, Bulletin published by the Helena Commercial Club.

Mosquitoes and Flies

Problem: *How the community can be protected from flies and mosquitoes.*

a. Flies as a Menace to Health

Structure and life history. How disease germs are carried. Cleanliness as the best preventive. Importance of destroying breeding places. What to do with manure; screening the house from flies; how starve the fly; protection of food—in the home—the store; the school dinner pail. Survey of breeding places in the community; experiment with fly traps to see where flies come from; best kind

of fly traps; home made traps. Project—making fly traps at school. "Swat the Fly" campaign as part of "Clean Up" day movement. Make fly poster for "Swat the Fly" exhibit.

b. Mosquitoes as Germ Carriers.

Breeding places. Life history. Drainage of swamps as preventives. Coal oil poured over breeding places as a precaution. Remedy for mosquito bite. Sanitary campaign in Panama and Cuba.

References:

Wood, Health Charts, No. 23.

Wiley, Health Reader, Chap. IV.

Overton, General Hygiene, Chap. XIX.

Kinne and Cooley, The Home and the Family, pp. 148-160, 210.

Circular No. 1, State Dept. of Health, Albany, N. Y., "The Filthy Fly." 2 cents.

O'Shea and Kellogg, Health and Cleanliness, Chap. V.

Lighting of Home, School and Church

Problem: *How does lighting affect health?*

a. Lighting of the Home

Light and sunshine as best disinfectants. Arrangement of kitchen for good lighting. Importance of cross lighting in bed room for ventilating purposes. Desirability of windows in closets. Best kind of lights for living room; dining room; shades for the eyes. Indirect lighting for homes. Where to sit when reading or sewing, in relation to the light. Window shades and curtains; materials and colors best adapted to the room in which they are used. Danger from twilight reading.

b. Lighting of the School

Danger from cross lighting. Method of correcting defect in old buildings. Proper methods of placing windows. Reason for grouping windows. Proportion of floor space and windows. Distance from ceiling and reasons. Arrangements of seats in relation to the lighting. Good window shades; materials, colors, hanging, use. Danger of placing blackboards between or near windows. How to avoid high lights on blackboards. (See topic "Care of Eyes.") Indirect method of installing electric lights.

- c. Lighting of Church or other Public Buildings
Same principles as for school house.

References:

- Kinne and Cooley, Food and Health, pp. 186-191.
Kinne and Cooley, The Home and the Family, frontispiece and p. 107.
Wood, Essentials of Health for School Children, pp. 5 and 9.
Wood, Health Charts, No. 14.

Heating and Ventilating of Home and Public Buildings

Problem: *How does air become contaminated? How may we be free from contaminated air?*

a. Heating

Danger from over heating. Need of keeping even temperature 68°-70°. Thermometer in the school room; proper placing. Temperature for bed rooms. Use of sleeping porches; improvised sleeping porches. Principle of heating and ventilating. Need of moisture in the home and school.

b. Ventilation

Danger of foul air in over heated room. Experiments in studying oxygen; change that oxygen undergoes in the body. Amount of fresh air needed in school room. (Each child needs 30 cu. ft. of air per minute). Use of window boards for ventilation in the home. Need of ventilation in picture theaters, churches, and other public buildings. Poor ventilation, a cause of colds. Change of air in the school room at recess. Relation of ventilation to school work.

References:

- Wiley, Health Reader, pp. 16-20, Chaps. VI, VII.
Ritchie and Caldwell, Primer of Sanitation and Hygiene, pp. 254-263.
Jewett, Town and City, Chaps. II and III.
Wood, Health Charts, No. 20.

Sweeping, Cleaning and Dusting

Problem: *How can dirt be kept out of the home and public buildings?*

a. Cleanliness in the Home

Care of cupboards, food, brooms, mops, etc. Cleanliness in the cellar. Cleanliness in the bed room; airing by day, cross ventilation by night. How to air bedding. Weekly changes of bed linen. Individual soap, towels, etc. Care of mattress, springs, etc. How to make a bed. (Dem-

onstration on doll's bed). Care of dining room; how to care for table between meals; how to clear table; care of left-over food. Care of living room; proper lighting. Old New England parlor versus present day living room. Kind of carpets; rugs; care. Good taste in furnishings. Dust preventives. Cleaning compounds. Danger from feather duster. Floor brush vs. broom.

b. Cleanliness in the Store

State laws in regard to exposure of fruits and vegetables. Covering goods when sweeping. Need of sunlight and ventilation. What the customer should expect. How bread should be handled; meat. Oiled paper on scales when weighing.

c. Cleanliness in the Schoolhouse

Slogan: Keep the school house as clean as a hospital. Cleaning shoes at entrance. How to make foot scrapers for home and school. Care of the floor; sweeping; how; time of day. Use of brush rather than broom; reason. Oiling; quantity, kind, method. Scrubbing; frequency. Care of windows; frequency of washing; method. Blackboards; daily cleaning after school at night; proper cleaning clothes; care of chalk trays; care of erasers; **nightly** cleaning; arrangement of work on blackboard. Walls and ceiling; best kind; color schemes; frequency of painting, tinting or whitewashing; how to make whitewash. Care of stove; building fire; care of fuel; necessity of frequent removal of ashes from stove; use of ashes after removal; blacking stove; care of library; care industrial supplies, musical instruments, individual drinking cups, warm lunch equipment, desks, etc. Responsibility for cleanliness of school room. Need of janitor. Supervision of janitor by teacher; cooperation and opportunities of children; condition teacher and pupils should expect at opening of school. Law in regard to cleaning the school house at least once in three months. What this includes. Score cards for school sanitation. (See Standardization Rating Card). Cleaning outfit needed for school room.

References:

- Carney, *Country Life and the Country School*, pp. 22, 216-218, 223.
 Kinne and Cooley, *The Home and the Family*, pp. 102-114.
 Bulletin No. 2 from State Dept. of Health, Albany, N. Y.,
 Regulations for Disinfectants. 2 Cents.

O'Shea and Kellogg, Health and Cleanliness, Chap. VII.
Kern, Among Country Schools.

Dairies and the Care of Milk

Problem: *How do clean dairies and clean milk affect the health of a community?*

(In accordance with the regulations of the State Board of Health). These regulations should be studied by the children and the survey of the home dairy taken later.

1. Does the dairy barn contain at least 400 cubic feet for each cow? Are the stalls at least three feet in width?

2. Does the barn contain four square feet of window space for each cow?

3. Is there a loft above the stable? If so, is the floor well constructed so that dust cannot get thru?

4. Is the floor of the stable well drained?

5. Is the stable 100 feet or more from toilets or workshops?

6. Are there any other animals kept in any room which is used for stabling cows for dairy purposes?

7. Are pure clean water, soap and wash basin provided in the dairy barn?

8. Do the persons who milk the cows always wash their hands immediately before beginning milking?

9. Do the milkers ever use tobacco in any form while milking?

10. Are the cows kept as clean as possible? Are the udders brushed and wiped with a clean damp cloth before milking?

11. Are sick cows allowed in the building with cows used for dairy purposes?

12. Are the walls and ceilings free from dust and cobwebs? Have they been painted at least once within two years or lime-washed at least twice within a year?

13. Is the manure removed from the stable daily? Is it stored at least 100 feet away? Or if the manure is within an inclosure and the drainage away from the barn, is it at least 50 feet from the stable?

14. If a barnyard is used for cows, is there a drinking trough with fresh, clean, pure water provided?

15. If any enclosure is used in which to keep the cows, is it graded, drained and kept reasonably dry?

16. Are cows allowed to eat stable bedding or other refuse from any barn or any fermenting distillery, brewery or beet sugar factory refuse?

17. Are a sufficient number of pails, cans or other receptacles provided? Are they made of glass, stoneware, glazed material or number one tin?

18. Is the milk, as soon as it is drawn from each individual cow, removed to a separate milk room?

19. Is the milk room thoroly screened from flies? Properly lighted? Ventilated? Kept scrupulously clean and free from dust?

Z

20. Is the milk room separate from the barn or stable? Is it ever used for a living or sleeping room? Is it provided with pure water and has it suitable facilities for straining, cooling and storing milk, washing and sterilizing all utensils?

21. If not more than 4 cows are milked and a room in the house is used for the milk house, is it at all times kept in a clean and sanitary condition?

22. Are all cans, measures, bottles and other receptacles daily sterilized by scalding with boiling water?

23. Is milk cooled as quickly as possible after being strained? Is it kept at a temperature not exceeding 40 degrees F.?

24. Is fresh wark milk kept separate from that which has been cooled?

25. Have there been any infectious diseases in the family or among the employes of the person engaged in the production, storage, sale, delivery, or distribution of milk? If so, did he or she immediately notify the local or county health officer?

26. Are milk, cream, or other dairy products ever sold or delivered from any dairy where there is a contagious or infectious disease on the premises?

27. Is the clothing worn by those milking cows or in any way handling or delivering milk thoroly clean?

28. When was the dairy last inspected? What score was given by the inspector?

29. Are the Regulations for Dairies posted in a conspicuous place in the dairy?

References: Farmers' Bulletins:

No. 63, Care of Milk on the Farm.

No. 602, The Production of Clean Milk.

Hoag and Terman, Health Work in Schools.

Board of Health Public Health Laws and Regulations (Bulletin from State Board of Health, Helena.)

Poster—Regulations for Dairies (from State Board of Health, Helena.)

Creameries, Bakeries, Meat Markets, Hotels and Restaurants

From the Food and Drug Regulations adopted by the State Board of Health, make up a set of survey questions similar to those on the dairy and have a survey taken, providing the school is near such a place. Before the survey is taken it will be necessary for the teacher to make arrangements with the proprietor for having the pupils take the survey. If the owner objects, of course nothing can be done more than to study the regulations and learn what to expect.

Community Cooperation in Hygiene and Sanitation

What each individual can do.

What the school can do.

What the church can do.

What other community organizations can do.

Parent-Teacher Association.

Farm Bureau.

Grange.

Boy Scouts.

Camp Fire Girls.

Mothers' Club, etc.

SEVENTH YEAR

In rural schools of five or more years the sixth and seventh year pupils will be combined and the following outline taken odd years—1919-20, etc.)

Posture and Symmetry

Problem: *How to develop a symmetrical body.*

The person we admire most physically. The class of people. Reason. How they stand. Position of head, chest, shoulders, feet, knees, hips. Make blackboard drawings of each other to show line of back; chest; shoulders; chin. Study your outline in the mirror at home. Compare with pictures of soldiers, Boy Scouts, Camp Fire Girls. Collect pictures showing (a) good posture, (b) poor posture. Compare pictures and list the good points in the first. Make posture charts and save for "Good Health" day exhibit.

Study sitting posture. Sketch each other's outline on the blackboard to show curve of back, chest, and feet in sitting position. Sit with feet squarely on the floor, back straight, chest out, head erect. Try another position more commonly seen. Compare, by using tape measure, the width of the chest in the two positions. In which position can you take a deeper breath? Compare the effect of the position of the lungs in the two positions. Notice the tilt of the shoulders of different children at their seats. What is gradually happening? Notice whether all can easily touch the floor with the balls of the feet. How can you help to remedy this if any are in such uncomfortable positions? Look around the room to see if desks are too low or too high. What changes should you make?

How may you help your baby brother or sister to have a straight back; full chest? Why is there special need of proper care of the baby in that respect? Make a set of rules to help younger children to develop straight backs; full chests; erect heads.

Measure each other's height. How does it compare with the average of the same age? How does your weight compare? (O'Shea and Kellogg's *Making the Most of Life*, p. 9). What did the early Grecians do to make symmetrical bodies? Study picture of Greek statues to see the result of such care and exercise.

Test your sitting and standing position once a month. Keep a record by saving the outline drawings you make of each other.

References:

Conn, Elementary Physiology and Hygiene, pp. 318-321.

Hutchinson, Community Hygiene, Chap. XVII.

Jewett, The Body at Work, Chaps. I, II, III.

Boy Scout Book.

Wiley, Health Reader, p. 375, Chap. XXXII.

O'Shea and Kellogg, Making the Most of Life, p. 17, Chaps. I, V.

Wood, Health Charts, Nos. 19, 20, 21, 29.

Strong Muscles

Problem: *How developing strong muscles and controlling them lead to greater efficiency.*

Compare the arm of a blacksmith and a clerk. What has made the difference? List occupations that develop strong muscles. How may a clerk develop strong muscles?

What must you know about your muscles in order to control them? Bring some boiled beef to school and pick it apart to see the construction of muscles. Change in muscle fibers to help you to move parts of your body. Compare this with the movement of an earth worm, a rubber band. Look at the muscle fibers in meat under a magnifying or reading glass. How held together?

How nourishment is supplied to separate fibers. In what form? Source of this nourishment. Need of proper food to make healthy muscles. Need of careful mastication. (Action of Saliva, Wiley, p. 319.) What will determine the amount of blood a muscle will receive? Reason for white and dark meat of a chicken. Reason for tough and tender pieces of beef. Make a diagram of a beef and indicate tough and tender parts. Give reason (Kinne and Cooley's Food and Health, pp. 206-209.)

Feel each other's arm muscles. What is the name of this muscle? Make a chart of the pictures showing well developed muscles and account for each. Importance of muscular control as illustrated in present system of penmanship. How is muscular control shown in the expression of the face? Need of muscular control to make a graceful and free movement and walk.

List kinds of work and experiences that will strengthen the muscles of the arm; the leg. Need of exercise to counteract position taken in certain kinds of work—digging potatoes, washing, laying a floor. Suggestive exercises.

How are muscles attached to bones? Name places on the body where tendons are to be found. Study tendons of a chicken. Advantage of having tendons instead of muscles on the back of the hand. What happens to the tendons when one has a sprained bone?

Effect of alcohol on muscles. Read about the experiments that have been made in references given below.

References:

- Conn, Elementary Physiology and Hygiene, pp. 318-321.
Jewett, The Body at Work, Chaps. IV, VII, XXIV, XXV.
Jewett, Good Health, Chaps. VI, VII, XXIII, XXIV, XXX.
Ritchie, Primer of Sanitation and Hygiene, pp. 220-223.
Wiley, Health Reader, p. 319.
O'Shea and Kellogg, The Body in Health, Chap. XI.

The Framework of the Body

Problem: *What we should know about our bones in order to have straight bodies.*

a. Use of Bones.

As a support to muscles.

As a protection to delicate organs.

b. Framework of the Body

Compare to that of a house. Plan of framework. Most important part. Various uses of spinal column. Structure. Show by drawings, the vertebrae in a straight spinal column; crooked body. Effect of lounging position on spinal column. Draw line of spine when body is in good sitting position. Special need for young children sitting or lying in good positions.

c. The Ribs

Study a picture. How joined to spinal column. Effect of tight clothing on ribs. Effect of cramped ribs on lungs and chest. Make a chart of pictures of proper dresses that will give freedom for girls and women.

d. Movement of the Bones

How possible. Experiment with head, shoulders, knee, finger. Two kinds of movements. Joints. How bones are held together.

e. Composition of Bones

Composition as shown by soup stock; as shown by burning of bone. Study of bone under a microscope. Difference in composition of bones at different ages. Duty in sparing elderly people from climbing stairs and heavy lifting. Softness and pliability of children's bones as indicated by (1) early custom of some Indian tribes making flat heads on their children; (a) babies who are allowed to sleep on one side. Rickets as caused by lack of nourishment to supply mineral matter to harden the bones. Danger of children's changing shape of upper jaw by thumb-sucking.

f. Bones of the Feet.

Chinese custom of changing shapes of bones of babies' feet. American fashion of wearing pointed shoes. Grace and ease of walk of Indian women in moccasins. Draw an outline of your foot with the shoe off to show the shape of shoe you should wear. Notice the inside of the foot. Draw a picture of the foot to show the position in high heels. Cause of flat foot and prevention. How length of shoes affects comfort. Prevention and treatment of corns. Danger from wearing rubbers and boots in the house. Make a chart showing good and bad shapes of shoes advertised in magazines. List favorable points in the former. (See Wood's Health Charts, No. 27.)

g. First Aid

Demonstrate how to treat sprained ankle till the doctor arrives; a broken arm. How to prevent and treat diseases of the bones; curvature of the spine; hip diseases. (Gulick's Emergencies, Chap. IV.)

References:

- Conn, Elementary Physiology and Hygiene, Chap. VI.
- Jewett, The Body at Work, pp. 39-40, Chap. VI.
- Gulick, Emergencies, Chap. IV.
- Ritchie, Primer of Sanitation and Physiology, pp. 227-231.
- American Red Cross Abridged Text Book in First Aid.
- Wood, Health Charts, Nos. 25 and 27.
- O'Shea and Kellogg, The Body in Health, Chap. X.

Exercise and Health

Problem: *What kind of exercise will make us strong and healthy?*

a. Games to Strengthen Muscles

Causes of lameness after mountain climbing, playing new games, new kind of work. Play "See-Saw" as an experiment to show this. From several kinds of experiments deter-

mine what parts of the body need more exercise. What kind of games will strengthen and help you to control the muscles of the arm; of the leg? (Consult Bancroft or other books of games.) Try these at recess. Girls make several stout bean bags. Learn new games played with bean bags.

b. Physical and Moral Value of Different Games

Study the rules for volley ball (Curtis, pp. 22, 58, 112.) Why such a valuable game? Need of such games for older people. Invite patrons to come to school for games. Compare value of the exercise in swinging and relay races; "toes and catch" and baseball; croquet and tennis. Value of skating, snowshoeing. Give all the reasons you can think of for organized play on the school ground. How does it affect judgment; courage; selfcontrol? How to take defeat; victory. Your responsibility in encouraging younger children to play games. What persons in your school, a high school or college need games and athletics most? Defects of present system of athletics in high schools and colleges.

c. Exercise in the School Room.

Make a list of good games that can be played in the school room on stormy days. Need of ventilation at that time. Form of exercise and kind of games one or several children can carry on at home. What exercises or games to correct a bent back; flat chest; stiff spine?

d. Proper Method of Walking

Effect of incorrect walking on the spine. Make a set of rules for walking that will give a balanced and graceful carriage. Practice these as you march in and out of the room at recess, go to and from school. Practice skipping to develop lightness of step and grace of body. Lightness and grace of step in the army.

e. Game Contests

Plan early in the year for a game contest with neighboring schools to take place in the spring. Make a list of games and "events" on which you should practice during the year. Study simple training schedules for track athletics. (Send to Russell Sage Foundation, New York, for rules for different ages. Price 4 cents.) Why will it be better to have school contest against school in each of the events instead of having a few of the most athletic pupils contest against each other?

f. Alcohol, Tobacco and Athletics

Rules of athletic associations against the use of alcohol; tobacco (O'Shea and Kellogg's *Making the Most of Life*, pp. 166-169; Jewett's *The Body at Work*, Chap. X.)

Debate: Resolved that country boys need games more than city boys do.

References:

- Curtis, *Play and Recreation in the Open Country*.
 Kinne and Cooley, *The Home and the Family*.
 Bancroft, *Games for the Playground, Home and School*.
 Plays and Games Number—Bulletin from State Normal School, Emporia, Kansas.
 Wood, *Health Charts*, Nos. 24, 26, 51.
 O'Shea and Kellogg, *Health Habits*, Chaps. VI, VII.

Food and Health

Warm Lunch at School

Problem: *Why do we need a warm lunch at noon and how is it possible at school?*

Number of hours between breakfast and supper. Need of appetizing lunch at noon. Effect on afternoon work. List of simple dishes that may be cooked on the flat top stove to supplement lunch brought from home.

- | | |
|----------------------|------------------------------|
| (a) Soups | (e) Stews |
| (b) Vegetable dishes | (f) Ways of cooking potatoes |
| (c) Egg dishes | (g) Cereals |
| (d) Fried dishes | (h) Cocoa |

List of simple dishes that may be cooked in a homemade fireless cooker. How to make and use a fireless cooker. Possibilities from deep wooden boxes; butter tub; old trunk; wooden candy bucket. Lining and padding: saw-dust, hay, crushed paper, dried moss, oats. How to shape a "nest" for receptacle. Best kind of receptacle and cover. Cushion for top. Principle of cooking in fireless cooker. Use of fireless cooker in the home. Advantage in cooking cereals, tough meat, etc. Advantage in hot weather. Use of school heater in preparing a warm lunch. Use of ash pan; ledge of door of some makes; water pan; home made shelf on stove pipe. A good, warm lunch equipment for school. Cost of blue-flame oil stove and other equipment. Necessary kettles, pans, dishes, spoons, etc. Home made cupboard for equipment. Home made window cupboard for food. (Farmer's

Bulletin "Modern Conveniences in the Farm Home, Dept. of Agriculture, Washington.) How to manage a warm lunch with greatest economy.

References:

- Kinne and Cooley, Food and Health, pp. 9-74, 79-81, 137, 250-254.
 Farnsworth, The Rural School Lunch. Webb Publishing Company, St. Paul, 20 cents.
 Wood, Health Essentials for Rural School Children, p. 18.
 School Lunches, No. 712, State Relation Service, Dept. of Agriculture, Washington.
 Wood, Health Charts, Nos. 30 and 48.
 Tuttle, Principles of Public Health, pp. 14-40.
 Conn, Elementary Physiology and Hygiene, Chaps. I-III.
 Jewett, The Body at Work, Chaps. XVIII-XXII.
 Kinne and Cooley, Food and Health.
 O'Shea and Kellogg, Making the Most of Life, pp. 21, 25, 30-38, Chap. VI.
 Wiley, Health Reader, Chap. XIV-XXV.
 Bulletins: From Teachers' College, Columbia University, New York City.
 Rose, Food for School Boys and Girls, 10 cents.
 Rose, The Feeding of Young Children, 10 cents.
 Rose, Some Food Facts to Help the Housewife in Feeding the Family, 5 cents.

a. Home Projects in Food Study

Problem: *How may we judge a well balanced meal?*

Why the body needs food. What becomes of food eaten. Different uses of food eaten. (Review muscles, bones, etc.) Four classes of foods. List of common proteids, carbohydrates, fats and minerals. Butter fat in milk. Use Babcock tester. Why a young baby lives on milk. Importance of clean milk. Cause of milk souring. Clean milk a prevention from quick souring; even cool temperature a prevention. Modified milk; Pasteurized milk; sterilized milk.

Where we get mineral matter in our food. Increase in amount of carbohydrates over proteids as one gets older. Need of vegetables and fruit for bulk. Coarse breads and fruits, a prevention against constipation. Need of drinking many glasses of water a day. How to drink water, when. Surplus of carbohydrates; proteids. Danger of too much of either. Foods that fat people should avoid; thin people. Foods that have little or no nutritive value. Diet for an anaemic person; for one with diabetes; constipation; rheu-

matism (Wiley's Health Reader, p. 147). Experiments that have been made in eating. (Jewett's the Body at Work, Chap. XVIII).

Meaning of balanced meals. How to balance a meal. Survey of breakfast eaten by pupils. Classify breakfast as to food elements—protein, carbohydrates, fats, minerals. Judge as to proper balancing of food elements. Lists of simple, well balanced breakfasts; dinners; suppers; school lunches. Criticise imaginary meals and substitute foods to make them balance. (Example: Dinner—pea soup, creamed potatoes, roast beef, lima beans, apple pie with whipped cream, cheese, milk. Lunch—fried potatoes, macaroni, rice with bananas). How to plan meals at home. Principle of balancing rations for animals the same as for human beings. Importance of balancing rations as shown by results of pig, baby beef and poultry contests. Effect of proper serving on appetite.

b. Amount of Food Required by the Body.

(Kinne and Cooley, Food and Health, pp. 258-277).

How measured. Calorie as an energy giving unit. Number of calories needed for children of different ages and weight. (Rose's Food for School Boys and Girls, pp. 5, 6, 14). 100-calorie portions of common foods; potatoes, butter, milk, beef, lettuce, etc. Estimate amount of food needed for first year boys; girls; eighth year; father; mother. Estimate number of calories in three meals eaten during a given day. Proper food for children of different ages; child one year old; three years old; six; twelve. Cereals as best substitute for milk for young children. Need of long cooking; reason.

Cuts of meat. Nourishment in T-bone steak compared with round steak. Cooking cheap cuts. Cooking and canning clubs. Home canning, preserving, drying, marketing.

Bread and bread making. Judging bread. Score cards. (U. S. Dept. of Agriculture, States Relation Service, Bulletin No. 281, Correlating Agriculture with the Public School Subjects, p. 41 and Bread Making Contests, State Agricultural College, Bozeman). Comparison of nutritive values of whole wheat and white flour. Effect of milling on nutritive value of wheat (Wiley's Health Reader, pp. 158-169). Coarse breads as substitutes for white bread.

c. Bacteria in Relation to Food

Tuttle's Principles of Public Health, Chaps. V. VI, and VII). Good and harmful bacteria. Cleanliness in milking. Cleanliness in the care of milk. Straining, care of pans and pails. Importance of even, cool temperatures. Responsibility of country in supplying city with clean milk. Care of other food in the home. Care of food in the stores. Danger from exposed meats, fruits, etc. State food laws.

d. Digestion of Food

References:

- Conn, Elementary Physiology and Hygiene, Chap. II, pp. 260-263.
Jewett, The Body at Work, Chaps. XIX-XXII.

Amount of food needed decreased by proper mastication; experiments in mastication. Digestive organs. Process of digestion. Action of food in mouth; stomach; intestines. Importance of mastication. Assistance of the liver. Waste matter in the body. Change from food to blood. Flavor of food important in digestion, as indicated by "mouth watering". Flavor of food improved by mastication. Importance of proper cooking. Effect of adulterated and unclean food on digestive organs. Effect of alcohol on digestion. Regularity of eating. Diseases of the digestive organs.

References:

- Tuttle, Principles of Public Health, pp. 14-40.
Conn, Elementary Physiology and Hygiene, Chaps. I, II, III.
O'Shea and Kellogg, Health Habits, Chaps. XIII, XIV, XV.
Jewett, The Body at Work, Chaps. XVIII-XXII.
Kinne and Cooley, Food and Health.
O'Shea and Kellogg, Making the Most of Life, pp. 21, 25, 30-38, Chap. VI.
Wiley, Health Reader, Chap. XIV-XXV.

Bulletins:

- From Teachers' College, Columbia University, New York City.
Rose, Food for School Boys and Girls, 10 cents.
Rose, The Feeding of Young Children, 10 cents.
Rose, Some Food Facts to Help the Housewife in Feeding the Family, 5 cents.

*Holt, Standards of Nutrition and Growth and

*Class-Room Weight Record (chart), Child Health Organization, 289 Fourth Ave., New York.

Clothing and Health

Problem: *How may clothes contribute to our health?*

Clothing used to conserve bodily temperature. Conservation of heat varies with kind of textile, weave, weight. Seasonal clothing. Day and night clothing. Airing clothes and shoes at night. Frequent change of underwear. Danger

from wet clothing. Danger from wearing "mackinaws", sweaters, coats and overshoes in school. Foot wear; need of different shoes indoors. Good kitchen dress for girls; desirability of one-piece dress; good length of skirt; good apron designs; material for kitchen dress and apron. Test for shrinkage; fast colors; widths and cost of materials. Dust and cooking caps. Good school dresses for girls. Make a chart of desirable dresses and materials. How test woolens. Choice of boys' clothing. Removal of overalls in the home and school room.

Brushing and pressing clothes. Removal of stains, grease, ink, rust, etc. Care of clothing in closets. How to make a coat hanger from rolled newspapers; barrel hoops—demonstrate. Use of coat hangers at school. How to make skirt hangers of safety pins; clothes pins. Care of wraps at school; care of shoes; need of frequent blacking; straightening heels. Darning and patching. Importance of good-hanging skirts; buttons and hooks and eyes well sewed on; underskirts the right length; bloomers instead of petticoats for little girls.

References:

- Tuttle, Principles of Public Health, Chap. III.
- Conn, Elementary Physiology and Hygiene, p. 176.
- Kinne and Cooley, Clothing and Health, pp. 89-90, 156-174, 185.
- Kinne and Cooley, The Home and the Family, pp. 169, 197, 208.
- O'Shea and Kellogg, Health Habits, Chap. XVIII.
- O'Shea and Kellogg, The Body in Health, Chaps. III, IV.

First Aid to the Injured and Care of the Sick

Problem: *What to do in case of an accident; what to do in the sick room.*

Simple antiseptics for cuts and bruises; use of boric acid or salt solutions for washing sores. How to treat a burn; use of baking soda solution for mild burns. What to do for nose bleed; headache; fainting; nausea; insect sting; snake bite; choking; sunstroke; frost bite; poison ivy; dog bite; poisoning; spasms; cramps. Demonstrate when possible. How to make bandages for the arm; hand; foot; head; finger. Sterilizing bandages by means of ironing or baking. What to do for one who seems to be drowned. How to carry an injured person. First aid kit.

Care of the sick. Isolation of the sick. Invalid foods and their preparation; invalid trays. Patent medicines to be avoided in all cases. Ideal sick room; fresh air, sunlight, simplicity, cleanliness, quiet.

Care of the baby. Daily bathing. Regular feeding. Cleansing baby bottles with solution of salt water or boric acid. Danger of "soothing syrup" or paregoric. Need of babies sleeping out of door day and night. Protection from flies. Age when children may begin to take solid food. Kinds of solid food advisable.

References:

Conn, Elementary Physiology and Hygiene, p. 177, Chaps. XIII, XIV, XV, XVII.

Tuttle, Principles of Public Health, pp. 85-162.

Hutchinson, Community Hygiene, Chap. XXIX.

Gulick, Emergencies, entire book.

Kinne and Cooley, The Home and the Family, pp. 186-188, 250-257, 301-304.

American Red Cross Abridged Text Book on First Aid.

Communicable Diseases

Problem: *How may we recognize and prevent the spread of communicable diseases?*

Recognizing symptoms of common contagious diseases. Incubation period. Quarantine rules. Need of community cooperation. Need of recognizing the fact that mildness of attack does not lessen the infection. Mistaken theory of our ancestors that children should be exposed to contagious diseases "to have them over with." Principle of vaccination. Result of vaccination as shown in freedom of armies from smallpox in World War. Vaccination for typhoid fever; colds. Principle of antitoxin. Source of communicable diseases.

References:

O'Shea and Kellogg, The Body in Health, Chaps. XVII, XVIII, Gregg, Hygiene as Nature Study, pp. 83-109.

Scarlet Fever, Bulletin from Montana State Board of Health.

Care of Children in Wartimes. Bulletin from Montana State Board of Health.

State Department of Health Rules, p. — of this Bulletin.

The following is taken from regulations issued by the Montana State Board of Health:

INFECTIOUS DISEASES AMONG SCHOOL CHILDREN

Rules for Isolation and Exclusion from School

CHICKENPOX

Principal Signs and Symptoms:

Onset gradual. May be no symptoms. Usually there is feverishness, but this may be very mild.

Rash appears on second day as small raised spots, which shortly become filled with fluid; later, scabs form. There may be successive crops of this rash up to the tenth day.

Incubation Period:

Fourteen days.

Quarantine of Patient and Exclusion from School:

Excluded from school by teacher.

Remarks:

When the child returns, examine the head for overlooked scabs.

Scabs should have disappeared before the child is allowed to return to school.

A mild disease, and there are seldom any after effects.

DIPHTHERIA

Principal Signs and Symptoms:

Onset may be rapid or gradual. The early signs are those of sore throat, with greyish-white patches on the membrane of throat, palate or tonsils. There may be swelling of the glands of the neck about the angle of the jaw. Later in the disease there are pronounced symptoms of great debility and lassitude.

Incubation Period:

A few hours to seven days.

Quarantine of Patient and Exclusion from School:

Three weeks or until two successive negative cultures have been obtained.

The Department of Health permit is necessary before the patient may be readmitted to school.

Remarks:

This is a very serious disease.

When more than one case occurs in a classroom, all children in such classrooms should have cultures taken from the throat and nose.

This disease varies greatly in its form, and mild cases are sometimes not recognized. They are, however, as infectious as severe ones, so that every precaution should be taken.

Having had the disease confers no immunity.

All exposed children should be immunized against this disease by the injection of diphtheria antitoxine by their own physician.

MEASLES

Principal Signs and Symptoms:

Onset resembles a cold in the head, with fever, running of the nose, inflamed eyes, sneezing and coughing. The rash appears about the third day, and consists of small, irregular groups of dull-red, slightly raised spots. These are usually first seen on the forehead and face and then rapidly spread over the entire body. The rash may almost disappear if the patient becomes chilled, but reappears when the patient again becomes warm.

Incubation Period:

Fourteen days.

Quarantine of Patient and Exclusion from School:

Two weeks after onset of disease; and shall be excluded from school for two weeks after release from quarantine and permit from Health Department required to re-enter school.

Remarks:

This disease is infectious from the first day of invasion, before the rash appears. Neglect or improperly treated cases frequently have serious after effects.

Children in changing address should not go to a home where there are children who have not had measles.

MUMPS

Principal Signs and Symptoms:

The onset may be sudden or gradual, beginning usually with slight fever, pain and swelling about the angle of the jaw. The jaws may be stiff, and the saliva sticky.

Incubation Period:

Twenty-one days.

Quarantine of Patient and Exclusion from School:

Excluded from school by teacher.

To be excluded until all swelling has subsided.

Official Department of Health permit not necessary.

Remarks:

Very infectious, therefore early symptoms should be noticed and patient immediately excluded.

SCARLET FEVER

Principal Signs and Symptoms:

The onset is usually sudden. Vomiting, sore throat, headache or fever may be first symptoms noted. The rash usually appears within twenty-four hours, and is seen first on the neck and upper part of the chest. It appears as fine spots, evenly diffused and bright red; lasts from three to ten days, when it gradually fades. Later the skin peels in scales, flakes or large pieces. In the early part of the disease the tongue is usually whitish, with bright red spots. Later the whole tongue may be an intense red.

Incubation Period:

Two to five days.

Quarantine of Patient and Exclusion from School:

To be excluded for a minimum period of twenty-eight days, provided no discharge from nose or ears. Excluded from school two weeks after lifting quarantine.

The Department of Health permit is necessary before patient is re-admitted to school.

Remarks:

Dangerous both during the attack and from after effects. Slight attacks are as infectious as severe ones. There is great variation in the types of the disease, and many mild cases are not recognized.

The peeling may last from six to eight weeks from the onset of the disease.

One attack usually confers immunity.

Children changing address should not go to a home where there are children who have not had scarlet fever.

SMALLPOX

Principal Signs and Symptoms:

Onset apt to be sudden, with backache or headache. Rash is seen first about the face and wrists. It appears about the third day, and consists first of small red spots which quickly become elevated and hard, like shot felt in the skin. In a few days little blisters form, filled with clear fluid and with a central depression. Later the fluid becomes pus; scabs then form.

Incubation Period:

Fourteen days.

Quarantine of Patient and Exclusion from School:

Local Department of Health governs quarantine.

Remarks:

All children or teachers may be ordered vaccinated by State Health Department.

This disease is particularly infectious. After the occurrence of a case, all persons in the school or in the vicinity of the home of the patient should be vaccinated.

WHOOPIING COUGH

Principal Signs and Symptoms:

Early symptoms resemble those of a cold in the head. Later there is persistent cough. The characteristic "whoop" does not develop until about a week or more after the onset of the disease. An early diagnostic symptom is spasms of coughing ending in vomiting.

Incubation Period:

Fourteen days.

Quarantine of Patient and Exclusion from School:

Excluded for a period of not less than 30 days and as much longer as deemed necessary by Health Department.

Excluded for one week after whoop has ceased.

Official Department of Health permit is necessary.

Remarks:

This disease may cause great debility. It is especially infectious during the first few weeks. There is great variation in the type of the disease.

Second attacks are rare.

DISINFECTION—Before returning to school, any child who has had an infectious disease, or any child who has lived in a family where an infectious disease has occurred, should be bathed, the hair washed in warm soapsuds, and the child dressed in clean clothes which have not been in the sick room. The mouth, eyes and throat should be thoroly cleaned, and the nose should be sprayed with an antiseptic solution.

Bibliography for Teachers**Free Bulletins:**

(a) From the Department of Agriculture, Washington, D. C.

1. Farmers' Bulletins:

No. 63, Care of Milk on the Farm.

No. 363, The Use of Milk as Food.

No. 490, Bacteria in Milk.

No. 602, The Production of Clean Milk.

No. 463, The Sanitary Privy.

No. 478, How to Prevent Typhoid Fever.

2. States Relation Service:

No. 281, Correlation Agriculture with the Public School Subjects.

(b) From the U. S. Bureau of Education, Washington, D. C.

**No. 44, Organized Health Work in Schools.

(c) From State College of Agriculture, Bozeman.

**Rowe, Bread-Making Contest.

(d) State Board of Health, Helena, Mont.

*Food and Drug Regulations.

*Sanitary Apparatus for the disposal of Excreta and Sewage.

*Public Health Laws and Regulations.

*Care of Children in Wartime.

*Scarlet Fever.

*Tuberculosis.

Infantile Paralysis.

Spotted Fever Report.

Regulation Posters for

*Dairies; Hotels, Restaurants and Lunch Counters; Lumber Camps; Bake Shops; Slaughter Houses and Meat Markets.

- (e) From American Medical Association, 555 Dearborn St., Chicago.
 **Wood, Health Essentials for Rural School Children.
 **Wood, Minimum Health Requirements for Rural Schools.
 **Wood, Health Charts.

Other Free or Inexpensive Bulletins:

- *Dr. Thomas D. Wood, Health of Teachers, Teachers' College, Columbia University, New York City, 25 cents.
 Rapeer, Rural School Hygiene, State Department of Education, Harrisburg, Pa.
 *Farnham, School Room Decoration, Cornell University, Ithaca, N. Y.
 Farm Sanitation, 2 cents; Infant Welfare Campaign, 2 cents—New York State Dept. of Health, Albany, N. Y.
 Social Games, Plays, Marches, Old Folk Dances, 10 cents; Outline Course in Housekeeping, 5 cents—U. S. Bureau of Indian Affairs, Washington, D. C.
 *Plays and Games Number, State Normal School, Emporia, Kansas.
 *Holt, Standards of Nutrition and Growth and
 *Class-Room Weight Record (chart), Child Health Organization, 289 Fourth Ave., New York.
 **Farnsworth, The Rural School Lunch, Webb Publishing Co., Chicago, 20 cents.
 Hot Lunches in Rural Schools, Cooperative Home Economics Extension Circular, No. 9, State College of Agriculture, Bozeman, Mont.
 *Waste Collection and Disposal, Helena Commercial Club.

Books:

- *Hoag and Terman, Health Work in Schools, Houghton, Mifflin Co.
 *Kendall and Mirick, How to Teach the Fundamental Subjects, Houghton, Mifflin Co.
 Wilkinson, Rural School Management, Silver Burdett & Co.
 **Curtis, Plays and Recreation in the Open Country, Ginn & Co.
 **Bancroft, Plays and Games for the Home, School and Gymnasium, Macmillan Co.
 **Kinne and Cooley, Food and Health, Macmillan Co.
 Kinne and Cooley, The Home and the Family, Macmillan Co.
 Kinne and Cooley, Clothing and Health, Macmillan Co.
 F. M. Gregg, Hygiene and Nature Study, Peru, Nebraska.
 *American Red Cross Abridged Textbook on First Aid, P. Bleckinston's Son and Company, Philadelphia.
 Gulick Hygiene Series, Ginn and Co.
 **Emergencies
 **The Body at Work
 Good Health
 O'Shea and Kellogg, Making the Most of Life, Macmillan Co.
 O'Shea and Kellogg, Health Habits, Macmillan Co.
 O'Shea and Kellogg, Health and Cleanliness, Macmillan Co.
 Wiley, Health Reader, Rand-McNally Co.

(The last nine books and all of the bulletins should be in every library. Those starred should be the minimum list for every school and teacher's library.)

GEOGRAPHY

The teaching of geography is becoming increasingly important. That it has not been done well in many schools is manifest in the lack of knowledge the majority of American people have of world geography. To understand the accounts we read of world affairs and national policies, we are obliged to consult atlases, maps and geographies as never before. To raise big crops to conserve our natural resources, to adjust ourselves to conditions about us, to choose that location and occupation which promotes our welfare and meets the demands for service at home and abroad, the people need to know more about geography. The cause of this inadequate knowledge of geography must be largely attributed to the schools. Teaching facts in geography without discrimination, using poor methods and neglecting to train children to think and explain living conditions independently have had much to do in the failure of our schools to meet the present demands for geographical knowledge. It is hoped that this course will be a useful guide to teachers in that selection of materials and method of instruction which satisfies these demands best.

A. GENERAL SUGGESTIONS

"Facts in geography must be secondary. In teaching children the only rational aim must be the geographical method and habit, and that can best be built up thru the selection of real problems which have a vital connection with the interests of the child."—Wilson and Wilson, *Motivation of School Work*, p. 135.

Aims in Teaching Geography

1. *To give children the power to solve the simpler geographical problems bearing upon human life.*
2. *To establish habits of thinking clearly and accurately in this problem solving.*
3. *To instill in children a sincere respect for all mankind.*
4. *To meet adequately the growing needs for useful geographical knowledge thru required ideas about:*
 - (1) Man's efforts to make the earth his home.
 - (2) The earth as suitable for man's home.
 - (3) Man's increasing cooperation with his fellows.

Approach to the Subject

The study of geography begins at home. There should be free discussion of easy problems in primary classes along with language lessons, nature study and story. Such problems as come within the experiences of children deal with direction, distance, relative position, near-by physical features, home products and local industries. Children who have lived or visited at a distance can tell stories of their experiences. Short excursions at noon or out of school hours will help pupils to observe, to think and to draw conclusions. Much of the material for this study should be collected and brot to school.

The Related World

Any phase of human life and its surroundings that has not been touched personally is world geography to children. Such is the Missouri to a child that has not seen it, altho it may be only a few miles away. Opportunities should be created and means devised by which this concrete experience may be gained while learning of things remote. The height of a New York "skyscraper" may be compared to that of a tall building that children have seen. By drawing upon their imagination children see a familiar lake extend its dimensions until it embraces the sea or ocean. Correct ideas of trade arise from a study of pictures, neighborhood exchanges, local freight depots and freight trains. Seeing large areas from high places helps children to form ideas of the relation of places to one another, even tho they are not seen together. Correct ideas of distant forms of land and water can come only thru comparison with things seen.

Concrete Teaching Helps

Geography requires handling of materials, training of the senses, independent discovery of facts, clear, accurate thinking and understanding of conditions. Things that cannot be seen or studied at first hand must be made real and vivid to children. For this purpose the school needs a good supply of materials and the teacher needs to make the best possible use of them. (See equipment, p. 424).

a. **Surroundings.** The prime source of geographical materials is the immediate surroundings of the school. Earth forms, weather conditions, plants and animals, industrial and commercial activities and products in the local community are "first aids" in learning geography. The teacher is at fault if her pupils follow the text and recite halt-

ingly about the Rocky Mountains or smaller ranges without knowing that the mountains seen from the schoolhouse window are the ones described in the book.

b. **Pictures.** They are next to reality. Like the printed page they contain material for that. They tell stories of life situations, illustrate points and make teaching concrete. Sometimes they teach more at one glance than a teacher can ever explain. Make a careful study of those in the textbooks and readers. Collect scenic postcards, photographic views and pictures cut from magazines. They should be selected with care, classified, mounted or preserved in large envelopes. A picture poster, such as an "Eat Less" or an "Eat More" poster, is often an effective means of instruction. A stereoscope with cabinets of views is good, but expensive, unless neighboring schools plan to make exchanges. Lantern slides and moving pictures are valuable, if educational in character.

c. **Games and Plays.** Occasionally geography can be made realistic thru games. Have a Japanese day characterized by its pictures, costumes, products, stories of home life, typical of the country. This suggests other days—New York day, wheat day, coal day. Games of "What am I thinking about?", "Where does it come from?", "Why does it grow there?", "How does it affect man?", may be used for drill lessons. Dissected maps provide educative seat work. Latitude and longitude can be taught thru games, as suggested on page 400. A pupil may be a real estate dealer in Argentina (or other countries) and the other pupils prospective buyers. It will not be half so difficult to understand the purpose and workings of the Panama Canal if the pupils play that they are the United States Government controlling the navy at a time when a hostile nation approaches the canal.

d. **Specimens and Models.** Let children help in collecting useful geographic specimens by bringing them from home—souvenirs, rocks and minerals, distant products, objects in nature and of Indian workmanship, relics, cocoanut from Brazil, Chinese newspapers, etc. Model surface features in sand or clay. In modeling a salt and flour map, mix well two parts of common salt and one of flour. Add water slowly while mixing until it is the proper consistency. For a paper pulp map, soak bits of newspaper for a few days, then drain off and mix well until the mixture becomes a thick pliable mass. Care must be taken in making models true to reality to prevent false ideas of form. Additional materials can be secured thru letter writing. Send for the free bulletin, "Materials on Geography." (Reference List, p. 423). Children should be encouraged in writing letters for such valuable geographical materials and supplies as can be had for the asking. Booklets similar to those suggested in the Agriculture curriculum provide additional motivated work. To ascertain the source of goods brought from a distance a booklet on labels and trademarks is suggestive.

e. **Graphs and Charts.** To give comparative ideas of the importance of matters referred to use is now made of various sizes of squares, cubes, bars, circles, pictures of products and divided areas of circles. The square graphs in the textbook (Tarr and McMurry's First Book, pp. 244-249; Second Book, pp. 181-195, 400-412), should be

revised whenever the most recent available statistics make it necessary. (See Arithmetic curriculum, eighth year.) Statistics and other matters pertaining to the local county or community can often be made to serve useful purposes thru charts or graphs. Surveys made by pupils in the community often supply valuable data for graphs. Weather charts and bird calendars should be kept at certain seasons of the year. Problem solving is made a very real issue when applied to charts or graphs.

f. **Suspended Globe.** It helps to solve problems of the earth's relation to the sun and moon, its shape, relative size and rotation and revolution. Many false ideas can be corrected with a suspended globe.

g. **Map Drawing and Sketching.** The study of maps should begin with a picture and a map of the same region. The discovery of various features in both makes the work concrete. Follow this with map drawing, perhaps of the schoolroom, school yard, school district. Drawing a map of a region seen from a hilltop trains the imagination in understanding the relation of places impossible to be seen at the same time. To make a map mean something, this relation of a map to a known region must be learned first. Later, map drawing must be made an effective means of giving information. Rapid blackboard sketching is useful in analyzing, emphasizing or making clear certain features. Children should be trained to talk while illustrating their ideas by simple sketches quickly made. A rough sketch of a city or small region often explains some features which a map cannot show, and helps the child's understanding to exact situations. For seat work each day pupils should add something to their outline maps, but the number of features to show a map should be limited so as to avoid confusion. Very little added knowledge and a waste of time results from coloring maps. It is a mistake to allow pupils to color, shade, letter or finish a map, even for exhibit purposes, when such work has no educative value. For most purposes a simple pencil drawing is sufficient. Names should be written neatly and parallel to each other. Crowding is often avoided by using a legend or key. Map drawing is a useful mode of expression to the extent that it *saves time, deepens impressions, and shows space relations* with considerable accuracy.

h. **Maps to Draw.**

Political maps—but very much limited in details.

Progressive maps—additions made from each lesson.

Product maps—pictures and specimens fastened on map.

Climate maps—to show zones, winds and rainfall.

Relief maps—small areas in sand or clay. A larger area with salt and flour.

Outline and pattern maps—school district, local county, Montana, United States, World War area, and each continent sketched from memory. Pattern maps cut from cardboard for tracing on paper or blackboard, if large size, are a great time and labor saving device in learning.

i. **Map Study.** Maps need careful interpretation. To pupils symbols should mean real rivers, mountains and cities. The important thing is the *thot* and *content* in the map. Lead pupils to discover that they can learn many of the larger facts in the reading from the accompanying maps. Teach them to refer to maps constantly while reading the text. The habit saves time. It should carry over to the reading of histories, newspapers, magazines and books. A city or region not definitely located in the reader's mind is as unreal as fairyland. The "map habit" should be formed early, as it helps to solve many problems of location and space relation quickly. As far as possible map questions should be limited to those that make pupils think for themselves. "Why is there no great city along the Colorado?" is a better question than one calling for its location only. Problematic questions that provoke *thot* are the kind that should predominate in every lesson. It is better for pupils to discuss other points in solving problems, rather than for teachers to give them many detailed questions, each calling for little response. If pupils are to succeed in acquiring geographical knowledge there must be an adequate supply of wall maps, *hung low* and *drawn down* for use during study as well as class periods. (Reference List.)

j. **Reports on Readings.** Require pupils to read in geographical readers chapters or selections bearing upon the problem before the class. Check up their reading by requiring class reports on the information gathered. Sometimes this might take the form of a report on the entire book including (a) name of book and author, (b) name of its general content and divisions, (c) intensive report of that part most applicable to the problems under investigation at the time, (d) reasons for disliking or enjoying the book. Such reports should be *brief, well arranged and of interest to the class.*

Methods of Teaching Geography

There are several methods in use for teaching and organizing geographical facts. Imaginary journeys are often desirable, especially when pupils are studying a region or country for the first time. The study of a city or a product taken as a type is useful in connection with review lessons. A lumber camp in Washington may be studied in detail and lumbering in other parts of the United States can be compared with the methods used in the Washington camp taken as a type. Some drill may be needed to fix in mind a limited number of locational facts. (See list of Minimal Essentials). Of the various methods in use one may have the advantage of another at certain periods of the pupil's progress or in making clear selected matters for instruction.

There is, however, no better method for teaching the large body of geographical facts than the **problem method**. Dewey says **there is no reflective thinking without a problem.**

A problem in geography is a **big** question centering about an industry, a region, a country, a product, a city or a life situation. Its answer organizes thinking. Its central thought binds together the various related ideas into a permanent possession. A problem about a region brings together ideas of position, surface, drainage, soil, climate, population, industries, products and cities. It controls both teaching and learning. It tends to break down purposeless reading and the mere memory of facts and definitions given. An effective use of the method does away with a poor use of textbooks or supplementary readers—mere **tools** giving desired information. As far as possible pupils must become the judges in deciding on the relative values of different statements found in books—the parts to omit, to skim over, or to study carefully.

Problem Method Illustrated

(Plan adapted from "Project Problem Method"—Branom, *The Elementary School Journal*, April, 1918.)

a. **Preparatory step.** In 1912 Germany had an army of over four million trained soldiers. Since the war broke out she has placed at least ten million in the field. Several million have been wounded and up to November, 1917, a million and a half had been killed. (From the *World's Almanac*.)

b. **Problem raised.** Why has Germany kept a large standing army? (One of several good problems on Germany for upper grades.)

c. **Material secured and interpreted.** Tarr and McMurry, *Second Book*, Fig. 358, p. 262—many nations; p. 412—dependence on each other; Fig. 416, p. 308—reasons for irregular boundary; pp. 263, 309—national jealousies; pp. 308, 314—government control; p. 309—preparing for war. Winslow's *Europe*, p. 99. Benezet's *The World War and What Was Behind It*, pp. 159, 160—Bismarck's leadership.

d. **Problem solved or material summarized.**

1. Germany is surrounded by seven of the twenty-one countries of Europe. Jealousy of each other's growth and power has been specially marked in Germany. Germany's ambition to win territory has caused many wars, thereby keeping fear of invasion uppermost in the minds of her people.
2. Her belief in the superiority of the German race has made her determined to Germanize the world.
3. Her system of education, which gives the people only such information as the authorities think they should know, has kept them obedient to higher authorities.
4. The autocratic government under a war-loving ruler has been able to develop a military spirit.

All of these causes have made a large standing army possible.

Selecting Problems for Study

Geography has unlimited material for study. In consideration of our needs and with limited time for the subject a wise selection of the content of geography must be made. Trivial, empty subject-matter, such as, unimportant places, not likely to be met with in one's reading, business or travel, must be omitted. The capitals in some states are not nearly so important as their trade or industrial centers. Memorized lists of capes, islands or mountains have no practical value. Why use a detailed outline study of one state, one continent or one unit after another until the entire universe has been exhausted? We should limit geographic facts which children should know to minimal essentials (pp. 423-425). We should select those that are conducted in some vital way with the child's own experience, or those that can be thrown into a problem which appeals to the child as really worth while. To assist the teacher in making problem solving worth while and full of human interest, a selected number of thinking problems are suggested in the following outlines. Some of them require prolonged study. It may require several **days** or even **weeks** to solve a single problem. It may be found impossible to find a satisfactory solution for some immediately. Many of the problems met with in life are full of meaning and value because they remain unsolved. Problems characteristic of life should be used in the schoolroom. In formulating problems in addition to those given in the course teachers should be careful to select those that stimulate thinking and those that possess a very real and evident relation to man's effort in making a home on the earth.

How to Use the Textbook in Problem Solving

Daily at first and occasionally thruout the course, whole class periods should be devoted to teaching children how to use the text wisely. With books open pupils should:

- a. Hunt out and discuss with the teacher important points of the lesson.
- b. Organize the facts around the problem presented.
- c. Find the principal thot in a paragraph and briefly state it.
- d. Read maps.
- e. Interpret pictures.
- f. Use the table of contents and the index intelligently in finding desired information.

How to Make an Assignment

For every lesson assigned there should be a specific purpose and one or more definite problems. This will assist children to choose the helpful facts and to relate them. Sufficient time should be taken from the class period to work out with pupils in some detail what they are to do. A page assignment should **never** be made. A good assignment refers to the way in which maps, pictures, parts of the text or other reference may help to solve the problem. Sometimes giving pupils a few facts which they can use in solving the problem lends encouragement. Leading them to see which facts really help to solve the problem and which ones do not, is valuable. Children are properly directed when encouraged to draw upon their experiences and outside readings in finding solutions to problems. They become trained to work more and more independently when they are lead to organize data in such a way as to show that it helps to solve the problem. Success in teaching geography results from **setting meaningful thinking problems (or having pupils formulate them), helping pupils to collect data bearing upon such problems, training pupils in finding solutions quickly, working enthusiastically with pupils, and finally checking in the textbook the amount of work covered as a basis for the selection of further problems.** (Adapted from Minnesota State Course of Study).

Assignment Illustrated

The class has been studying the various methods of transportation, which gives rise to the suggestion of good roads. This leads to the problem for the next day, possibly suggested by a pupil. The teacher writes it on the board, "How have good roads benefited man?" The question, "Whom do good roads benefit?" is asked, and soon the following outline appears on the board below the problem:

In the home locality,

Benefits to farmers, school children, the community.

In other places,

Benefits to city people, tourists, the public.

Other questions follow: Describe the conditions of local roads at various times of the year. Are roads as good in one section of the state as another? How do roads of today compare with colonial roads? Name some good roads of which you know. What can be done to get better roads in the community? After a brief discussion of these and other questions, the outline is continued:

In History,

Roman roads compared with macadamized roads of today.

Colonial roads compared with unimproved roads in Montana.
National and state roads.

Park to Park highways. Columbia river highway.

Proposed Dixie and Lincoln highways.

What has been done to improve local roads? Who is responsible?
What more can be done to improve the roads?

A few of the historical topics are assigned for individual reports. Available references are mentioned and attention is called to the help rendered by the textbook. To insure adequate preparation individual children are given any necessary help in looking up information, while the class is instructed to think out all the benefits of local roads to various classes of people.

How to Conduct Problem Lessons

Much of the time during a class period the pupil should be considering such problems as: how people make a living; how their natural environment aids or hinders them in their work; why certain industries are carried on in certain regions; how conditions have changed within recent years. The much overused "what?", which expects an answer from the book, must give way to the thought provoking "why?" and "how?". There will be no occasion for the pupil to begin with "It says", if the class exercise is properly conducted and the textbook wisely used. Standing before a map with pointer in hand the pupil should be trained to talk to the class and teacher as an audience, giving all the information he can bearing on the problem. Only such questions as are helpful in solving the problems should be given. Teachers should avoid crushing the pupil's spirit of inquiry with assertions of facts made too soon or with questions asked too frequently. A few helpful questions given when most needed prevent wandering. The result is a compelling desire to find things out and a ready response from children.

Misuse of Topical Outlines

Altogether too much use is made by teachers of topical outlines. No outline can be made to fit all nations and continents or even several of them. The general and too constant use of an outline of topics is a fair indication of dry, mechanical procedure. The following list of selected topics is referred to occasionally in the course. It is inserted for the sake of economizing space and not as an outline to be followed in teaching except as here set forth. The topics listed here, when referred to in the course, should be used for the purpose of giving rise to problem questions; such as,

why a certain climate prevails, why the coast line is irregular, why certain products are raised, how certain conditions affect human life. The use of only such topics as call attention to striking features or important matters with reference to a country or region and the practice of raising problem question in connection with their use are the only methods by which topics in a general outline can be justified.

Physical Features

- a. Relative location.
- b. Relative area.
- c. General form. *In comparison.*
- d. Important border lands and surrounding waters. *Commercial importance.*
- e. Character of shore line. *Commercial importance.*
- f. More prominent surface features. *How they affect man.*
- g. River systems. *Commercial importance.*
- h. Character and fertility of the soil. *How it favors or hinders man in his work.*
- i. Climate—temperature, winds, rainfall. *Causes and effects.*
- j. Life—plant, animal, human—as affected by physical features.

Political divisions

- a. Larger political division. Place among the powers. (See Minimal Essentials.)
 - b. Important products—kind, abundance, value—from the farm, factory, mine and other sources.
 - c. Nearness to market—trade and transportation. Effect on development of region or country.
 - d. Population. Occupations of laboring classes. Language, education, government, characteristics. Cities as industrial and trade centers.
 - e. Special features—places of scenic or historic interest.
- Map drawing or sketching to accompany study and class exercises.

Erroneous Statements

Geography is constantly changing. Many statements concerning world conditions as they were a few years ago, are incorrect today. Such a statement is found in Tarr and McMurry, Second Book, p. 337, in regard to Tripoli. The World War has caused several statements in regard to trade with Germany and her allies to be misleading today. Since the quantity or value of selected products in leading nations or states varies from year to year, statistical data needs occasional revision. Teachers should make use of the World's Almanac and current events in correcting any statements occurring in books found to be in error.

Plan of Organization

In the first three years nature-geography is taught with language (See Language curriculum). No class period in geography should be provided for the third year.

Geographical problems are selected for the organization of the course. That part of the field which is most closely related to Montana and the United States is covered twice. Home geography is divided into man's adjustment to the earth and its physical features in the fourth year, and home needs and industries in the fifth. The sections of the United States in the fourth and sixth years are taken in the order of their near relations to Montana and the West. The leading nations on each continent are the organizing centers for foreign geography. Small countries receive either regional grouping or treatment in connection with a leading nation near by. Important possessions are studied separately as a part of a continent in the fifth year and together in connection with the home country in the seventh. Problems in **general geography**, such as surface, climate, plants and animals, are studied only in connection with the regions or countries where they are of special importance. (See McMurry, Principles for Making and Judging Curricula in Geography, Teachers College Record, September, 1915). A summary of the leading geographic facts and product regions at the close of each two year period will help to give clearness and permanency of ideas. Teachers should follow closely the order of procedure and grouping under large heads provided in the course.

In each year of the course teachers will find from ten to fifteen leading problems each followed by a group of subordinate problems and topics. The leading problem is intended as a guide for the teacher but it is often sufficiently simple that it may be assigned to pupils. After a group of subordinate problems is solved, pupils should be lead to summarize their conclusions in a way that will make clear the solution of the leading problem which the teacher has kept in mind. The problems and topics given are suggestive only. The teacher and pupils will discover and use many more. Those given in the outline should serve as a guide to the teacher in selecting and developing meaningful problems for study and solution.

B. OUTLINE OF THE COURSE OF STUDY

(Even years, 1920-21, etc, in one-teacher schools using the plan of alternation).

FOURTH YEAR

Aims and Standards

1. *To help children in organizing and extending their geographic knowledge of the home region.*
2. *To teach them to use a globe and maps intelligently.*
3. *To develop a feeling of need for an abundance of books and reference materials.*
4. *To develop children's ability to collect and organize data bearing on problems on North America and the United States.*
5. *To make "place geography" meaningful.*

Introduction to the Textbook

The textbook is a **tool** and only one source of information. Have pupils begin it in the right way. (See page 373). Do not have them read it page for page. Train them early to use textbook guides intelligently—table of contents, index, marginal headings, maps, pictures, appendix. Pupils should become constant users of all geographic materials found in books, magazines, papers, fields, streams and homes. The **right habit of study** should be cultivated from the beginning.

Teachers must build upon the limited experiences of children of this age and give them opportunity to solve the suggested problems as far as possible for themselves.

Reference List for Fourth and Fifth Years

Tarr and McMurry, *New Geography, First Book.* (Textbook.)

Andrews, *Seven Little Sisters.*

*Carpenter, *Geographical Readers (Excluding Europe):*

North America.

South America.

Asia.

Africa.

Australia, Our Colonies, and Islands of the Sea.

Carpenter, *Around the World With the Children.*

Carroll, *Around the World, Book III* (several countries.) *Around the World: United States, Book IV.* *Around the World: British Empire, Book V.*

*Chamberlain, *Geographical Readers:*

How We Are Clothed.

How We Are Fed.

How We Are Sheltered.

Chance, Little Folks of Many Lands.

Dodge, Hans Brinker, or The Silver Skates (Holland.)

*Fairbanks, Home Geography for Primary Grades.

George, Little Journey Series:

Alaska and Canada.

Balkans, European Turkey and Greece.

China and Japan.

Cuba and Porto Rico.

England and Wales.

France and Switzerland.

Hawaii and the Philippines.

Holland, Belgium and Denmark.

Italy, Spain and Portugal.

James, Our Western Wonderland.

James, Strange Places and People (New Mexico and Arizona.)

Mexico and Central America.

Norway and Sweden.

Russia and Austria-Hungary.

Scotland and Ireland.

McDonald and Dalrymple, Little People Everywhere Series:

Colette in France.

Ume San in Japan.

Hassan in Egypt.

Chandra in India.

Boris in Russia.

Shaw, Big People and Little People of Other Lands.

Shillig, The Four Wonders (cotton, wool, linen, silk.)

Spyri Moni, the Goat Boy. (Swiss.)

Youth's Companion Series:

Northern Europe.

Toward the Rising Sun.

The Wide World.

Under Sunny Skies.

Strange Lands Near Home.

*Specially recommended.

Suggestive Problems

1. Home Region. What use do we make of land, water and atmosphere?

a. Land forms. *Why are our homes built where they are?* Describe hilltop scenes. Stories of forms observed. Local forms to list and locate. Best place for coasting, games, roads, homes, cities. How land forms affect layout of farms. Landscape beauty. How land forms influence men. Uses people make of land.

b. Soil making. *Why do farmers not plow all their land?* Collect samples of soils and compare. How formed. Relation of soils to value of farm lands and crops; to community welfare.

c. Water forms. *Why do men not build homes where they can not get water?* Local forms to list, locate, observe, describe. Take field trips. Uses of each form—soil moisture, fishing, hunting, boating, watering stock. Their relation to growth of vegetation; crop yields; location of roads, homes, cities; community welfare. Uses made of water forms.

d. Running water. *How do we know there are streams of water under the ground as well as on the surface of the ground?* Observe changes streams produce on land forms. Uses of streams—flood plains and soil fertility, drainage, fertilization, irrigation, water power. Dangerous streams.

e. The atmosphere. *How do people protect themselves from the changes in air and weather?* Is air felt, seen, ever still? Effect of changing temperature—daily, seasonal, up steep slopes, in deep mines. Winds—usual direction, dangers, causes, value to man. Formation and effect of vapor, dew, fog, mist, rain, hail, snow, frost, clouds. How we adapt ourselves to frequent and sudden weather changes. Uses of air to man, birds, plants. Pupils should keep a weather record which indicates weather changes in regard to temperature, wind direction, state of sky and rainfall.

f. *Upon which of these—land, water or air—do we depend most? Why?*

References:

- Tarr and McMurry, First Book, pp. 10-59.
Fairbanks, Home Geography for Primary Grades.
Local surface features, climate, etc.

2. Maps and Globe. How can we make a picture of the whole world for ourselves?

a. Maps. *How can we picture our school yard or home community on paper?* Draw maps showing directions of roads to homes. Make maps of schoolroom, school yard, home yard with location of house and barn. Make the relation between a picture and a map of the same region clear to children. Maps should frequently be drawn on large sheets of wrapping paper and hung on the north wall of the school room so that the points of the compass and the locations on the map may be easily reconciled to one another. For the same reason when drawing their first maps and when studying their first maps in books children should face the north. This is important in giving children a clear sense of direction. Teach pupils how to read a map. Study map symbols—colors, shades of color, dots, lines; drawing to scale.

b. Globe. *How do we know that the earth is round?* How men learned of the earth's size, shape and daily motions. Rotation. Why do we not fly away into space? Illustrate meaning of axis and poles with an orange and hatpin. Finally study the globe—a suspended one, if possible. Locate the poles and points of the compass.

References:

- Tarr and McMurry, First Book, pp. 81-88.
Andrews, Seven Little Sisters, "The Ball Itself."

3. Related World. What use do people in other parts of the world make of land, water and climate?

a. Land. *Where is most of the land on the globe?* Is there more land or water? What are the five great masses of land called? Shape, relative location and size of continents. Compare larger surface features. Explain geographical terms as the feeling of need for a larger vocabulary arises. Clear, accurate conceptions of forms not in the home region secured thru the use of relief maps, pictures, sketches, models and related forms known to children. (See Concrete Teaching, p. 368). On a world map locate the home region and scenes of familiar stories—Eskimo home, Holland stories, etc. Discover the relation of distribution of population and of industries to land forms.

b. Water. *What oceans are of greatest importance to us? Why?* General shape, relative location and size of oceans. Kinds of shore forms (land and water) listed and made clear thru comparisons, pictures, drawings, locations on maps, models. Large river systems and lakes located on maps, seen in pictures, sketched. Relation of trade and industrial centers to these forms. Conception of ocean developed. Stories of use made of oceans—voyages, sea food. Oceanic islands and coral formations.

c. Climate. *Why is our climate so different from that of the land of the Eskimos or of the black people?* What do differences in temperature north and south, and height of land have to do with numbers and kinds of plants and animals? Why do so many people live in the temperate zones? Why warm at equator and cold at poles. Zones named, located. Drawings made. Compare daily changes in slant of sun's rays at home with yearly changes in slant of rays on earth's surface. (Touch causes of seasonal changes but lightly.) World's wind belts. Winds and moisture, storm clouds, rainfall. Story of a drop of water returning to the ocean. What season are the people in the southern part of South America having now?

References:

- Tarr and McMurry, First Book, pp. 88-100.
 Andrews, Seven Little Sisters.
 Carpenter, Around the World With the Children.
 Shaw, Big People and Little People of Other Lands.
 Youth's Companion Series: The Wide World.

4. North America. Where have the people of North America come from?

a. What languages are spoken in different parts? Why? How do the customs of these peoples differ? Name principal divisions of North America and sketch them on a drawing of the continent. Locate on globe.

b. Development. *What is the effect of local geographic conditions upon life and occupations?* Find a few large cities, rivers, mountain ranges, lakes. Locate on maps and globe. Find various climatic regions and account for them. Discover various surface features and explain their relation to climate and to population. Trace river systems and explain their relation to climate and products. Is Montana

favorably located on the continent? Reasons for answer. Use scale in measuring distances. Time it takes to go to large centers; such as, New York. Observe effect of *local* geographic conditions upon life and occupations. Utilize this experience of children in explaining conditions in *other* places. Develop the idea thru a succession of vivid mental pictures of typical scenes; such as, a dairy farm, an orange grove, a shoe factory, a lumber camp, etc.

References:

- Tarr and McMurry, First Book, pp. 101-103, etc.
 Carpenter, North America, Chap. I.
 Carroll, Around the World, Book IV.
 George, Little Journeys to Alaska and Canada.
 George, Little Journeys to Mexico and Central America.
 Youth's Companion Series: Strange Lands Near Home, pp. 1-43, 107-134.

5. The United States. Why is our country one of the great nations of the world today?

a. Comparisons. *Why do we have such great differences in climate in the United States?* Relative position on the continent. Compare with other American countries as to size, population, climate, education and industries of the people.

b. Growth. *What conditions have brought about the growth of our country?* Trace the growth of the United States from the thirteen states to the present. Geographic factors as causes of growth. Soil, temperature, rainfall, relief, mineral deposits, natural resources, nearness to Europe, harbors. Our free land, free government, free education, immigration.

c. Map. *Is Montana's location favorable or unfavorable?* Pupils should be able to draw the outline of the United States and locate the minimal essentials as given in the list on p. 418. A dissected map of the United States, such as might be cut from stiff cardboard, is useful in teaching shapes and location of states.

References:

- Tarr and McMurry, First Book, pp. 103-107, etc.
 Current Events, magazines, and government bulletins.

6. Western States. Why do people come west in great numbers?

a. Population. *Compare the population of New York City with that of the Western states.* Account for sparsely populated areas in the West.

b. Mining. *Why is mining the leading industry in Western states?* The early attractions the West had to offer. Kinds of minerals, quantities, producing states, methods used. Visit to a mine. Mining centers. Montana's part. Why so many people are engaged in mining.

c. Farming. *Why has farming replaced mining in its power to attract immigrants?* Why carried on extensively. Crops, crop yields, favorable and unfavorable conditions. Need for irrigation. Locate irri-

gated sections. Why fruits can be grown to advantage. Give varieties, locate regions, care of fruit, transportation. Account for big trees in California.

d. Manufacturing. *Why should it be slow in developing?* Reasons why manufacturing will likely increase rapidly. Where most rapidly.

e. Cities. *Account for the growth of large cities.* Advantages offered progressive people.

f. Attractions. *Why do so many tourists visit the West?* Attractions for fishermen, hunters, explorers, artists, scientists, mountain climbers, lovers of outdoor life. Health resorts. Scenes in our national parks—canyons, forests, lakes, geysers, glaciers, flowers, evening skies. What claim the West has to the title, "Wonderland of the World." Use pictures.

References:

- Tarr and McMurry, First Book, pp. 143-158.
 Montana, 1917, (or last edition.)
 Carroll, Around the World, Book IV.
 Carpenter, North America, pp. 259-335.
 James, Our Western Wonderland.
 James, Strange Peoples and Places.
 National Park Bulletins. (See Reference List.)

7. North Central States. Why is this region called the "Breadbasket of the World"?

a. Relations. *Are we in Montana dependent upon this region for any of our supplies?* An imaginary automobile ride thru the states to observe what people are doing; how favorable the natural environment is; such as, surface, soil, climate, fuel deposits, raw materials; how the Great Lakes have helped to develop the region.

b. Farming. *Why are wheat and corn raised so extensively?* Why are so many great meat packing centers found here. Study the important agricultural products, including live stock and fruits.

c. Mining. *Why is it profitable?* Kinds of mines, location, productiveness.

d. Manufacturing. *Why is there little water power in this section as compared with the West?* Why is manufacturing carried on so extensively in the North Central States, east of the Mississippi? Kinds of manufacturing plants.

e. Markets. *How and where are the abundant harvests marketed?* Trade facilities. Nearness to markets. Name the ten largest cities of the section (First Book, p. 138) and account for the growth of each.

References:

- Tarr and McMurry, First Book, pp. 132-143.
 Carpenter, North America, pp. 172-212, 245-259, etc.
 Carroll, Around the World, Book IV.

8. Northeastern States. Why have people crowded together in such a small section of our country?

a. Relations. *What things do these states furnish us and what do these states need from other sections?* Goods brot from this section: such as, woolens, cotton goods, shoes, watches, cutlery, etc. An imaginary trip by rail and water to visit eastern industries. Physical features and shore forms observed on the way.

b. Food. *Can the Northwestern states feed themselves?* Locate large farm areas. Why in scattered sections. Their relation to population, nearness to markets, products. Study important farm products. Why certain kinds of fruit are grown here. Why fishing is a more important industry in New England than in the other coast states.

c. Mining. *Do Northeastern states mine any substances not found in states studied before?* What? Why so many people are engaged in mining. Pennsylvania's rank. Where New England gets fuel. Transportation difficulties. Relation of mining to population.

d. Manufacturing. *Why is this the greatest manufacturing center in the United States?* Relation to population. Source of raw materials.

e. Cities. *Why are there so many large cities?* Compare population of Buffalo with Montana; area of the nine states with Montana. Why Greater New York is the world's largest city; Pittsburg, the largest iron and steel center. Where the cities get their food stuffs; such as, flour, meat, fruit, potatoes, dairy products, eggs, vegetables. Montana's contribution.

References:

- Tarr and McMurry, First Book, pp. 108-120.
Carpenter, North America, pp. 17-107.
Carroll, Around the World, Book IV.

9. Southern States. Why has the South made such rapid progress within recent years?

a. Relation. *What differences from the Northeastern states do we find in population, soil, climate, occupations and products of the South?* Imaginary airship ride, visiting places of interest in the "Sunny South." Why so many new occupations are found here. How plantation life differs from ranch life or farm life in the central North. How dependent New England is upon the region. How dependent the South is upon New England. For rapid development, why farming should not be the only industry in the South.

b. Farming. *Why does cotton raising lead all other industries?* How grown, where best grown, appearance of plant, marketing the crop, shipping points. Effect of home manufacture upon production. Recent development in diversified farming due to wearing out of the soil. Value of lesser crops to other sections of the United States—cane sugar and syrup, rice, tobacco, semi-tropical fruits, lumber, spring vegetables, grains and livestock.

c. Population. *What have been the causes of growth of commercial centers; industrial centers?* Compare population of New Orleans with Montana; area of Texas with Montana, and with the total area of the New England States, Middle Atlantic States and Ohio. (Appendix II.) Importance of this comparison.

References:

- Tarr and McMurry, First Book, pp. 120-131.
 Carpenter, North America, pp. 107-164.
 Carroll, Around the World, Book IV.

10. Our Possessions. In which of our possessions have the natives made the greatest progress during the present century?

a. Relative location; relative distance of each from our country. Why the people in each possession live as they do. Their manners and customs. The work they do and the products we receive from them. Important cities.

b. Alaska. *Why have so many people gone to Alaska?* Effect of climate upon industries. How people dress. Reindeer farms. Gold mines. Fisheries. Why Alaska has been worth its purchase price.

c. Hawaiian Islands. How we secured them. How Hawaiians live. Products sent to our country. Intelligence of the natives.

d. Philippine Islands. How secured. Kinds of people. Effect of climate upon the work and intelligence of the natives. A Philippine home described. Progress since 1900.

e. Porto Rico and other less important islands.

f. Panama Canal Zone. Story of the building of the canal. Uses of "locks" and how they work. Cost in life and money. How the Zone was made healthy—free from malaria. Value of the canal to our country and to other nations. Canal and lock system molded in sand and clay.

References:

- Tarr and McMurry, First Book, pp. 158-163.
 Carpenter, North America, pp. 400-406.
 Chance, Little Folks of Many Lands; "The Filipino Girl," p. 83.
 Carroll, Book III: Alaska, Cuba, Porto Rico, Philippines, Hawaii.
 George, Little Journeys to Hawaii and the Philippines.
 Little Journeys to Cuba and Porto Rico.

11. Our Country by Comparisons. Where did all our great wealth originate?

Important comparative facts and questions found in the reading of Chapter IX. Intelligent reading of map figures 204-214, taking note of Montana's rank in each case.

Reference:

- Tarr and McMurry, First Book, pp. 164-171.

FIFTH YEAR

(Odd years, 1919-20, etc, in one-teacher schools using the plan of alternation).

Aims and Standards

1. *To develop ability to collect and organize material for definite problems on home industries, our American neighbors, and the related world.*
2. *To see something of the inter-relation and inter-dependence of nations thru the study of industries, products and trade routes.*
3. *To develop ability in the use of concrete materials and facility in oral and written expression as natural results of good teaching.*

General Suggestions

To make each year's teaching effective, teachers should be familiar with the outlines of each of the other years—fourth, sixth, seventh. Constant use should be made of the general suggestions. Suggestions on the introduction of the textbook and reference list apply to fifth year as well as fourth year work.

Suggestive Problems

1. Home Industries. **How do the people in the home community make a living for themselves and others?**

a. Occupations. *Why do the people in the neighborhood do the work they do? How home needs for food, clothing and shelter are met. Work of each member of the home and of the community. Why boys and girls are urged to join agriculture clubs. Relation of occupations to prosperity and a satisfied people.*

b. Foods. *How do the people supply nourishing food for themselves and others? Study seed bed preparation, cultivation, harvesting, storing and marketing in the locality. Climate and soil needed. Home products—kinds and value. Perishable crops and their care. Livestock—kinds, feeding, care of, value. The roundup. Have exhibits of products and if possible a school fair.*

c. Clothing. *How is comfortable clothing provided for all the people? Our native raw materials. How made into clothing—where, by whom. In making woolen garments—sorting, washing or scouring, blending, carding, spinning, weaving, cutting, fitting, sewing, pressing. In making linens—rippling, retting, breaking or scutching, grading, roughing or hackling, spreading, carding, etc. (See Kinne and Cooley, Clothing and Health, pp. 191-195, 218-223.) Mount on posters or charts samples of textiles raised in Montana and pictures of manufacturing*

processes. Let children go thru the process of making thread from flax or yarn from wool. Proper care of clothing. Factory exhibits. Correlate with Hygiene curriculum.

d. Shelter. *How does each family provide comfortable shelter?* Collect samples of local building materials. How houses and barns are built. By whom. Making lumber and furniture for home use. Exhibits of samples of wood and lumber.

e. Trade. *What is done with the home products which the people do not use themselves?* Sale and marketing of home surplus products. Trace carloads to their destination. Needs of other people supplied thru them.

References:

Tarr and McMurry, First Book, pp. 1-3.
Chamberlain, Chapters from Industrial Readers.
Shillig, The Four Wonders (wool, flax.)

2. Maps and Globe. Same as Problem 2, Fourth Year outline. Make use of general suggestions bearing upon this problem (p. 370). The foundation for interpreting maps and globe is laid here. The use of this problem in both years stresses the importance of making maps meaningful and of giving children the ability to use them intelligently from the first.

References:

Same as for Fourth Year.

3. World Industries. **How do the people in other regions help to make a living for themselves and others?**

a. Type regions. *How do people live in other places?* Home life and industries among the Eskimos, in Holland, in Central Africa, among the Japanese, among the Indians, in an American city, etc. Contrast colonial life with life today; city life with country life. Ask such questions as, what do people get from Butte, from some city or state in the middle west and east, etc., and what do they send to New York and other places. This will introduce children to the world of industries, the interdependence of regions and the wide interchange of commodities.

b. Food. *From what places does the food which we buy at the grocery stores come?* World's typical food regions; as, the world's big corn patch, areas for wheat and other grains, rice, sugar cane, orchard fruits, small fruits, tropical and semi-tropical fruits, nuts, spices. Story of a loaf of bread. (Bulletin, International Harvester Co. See References.) Domestic animals, dairy products, meat supply, fish and game. Beverages. Salt. Locate typical regions for important commercial products. Food products in the community brot from a distance. *Why they can not be grown in Montana.* Local limitations—location, surface, soil, climate. To what extent the world today is dependent on the American farmer. What boys and girls can do and why they are asked to help in increasing food production.—Importance of right methods in such work.

c. Clothing. *Where is the material from which our clothing is made secured?* Cotton, flax, hemp, wool, silk, leather, furs, dyes, straw, feathers, rubbers, buttons, etc. Why so many of these are not found in the home locality. How raw materials are produced and transformed in our factories and workshops into the garments and dry goods sold in our stores. Distinction between raw materials and manufactured articles. Conditions which permit of their production. Why some are not produced in Montana. Contrast present production of clothing with that of colonial times—kinds of clothing, time required in making, methods employed, etc. Study looms, such as the hand loom, power loom, Jacquard loom. (Kinne and Cooley, *Clothing and Health*, pp. 65-77.) Mount on charts or posters various kinds of textiles and pictures or drawings of looms. Make poster to show clothing of different peoples living in various regions of the world.

d. Shelter. *Why do building materials, used in our homes, come from so many places?* What articles are used for buildings in the home locality? Study their source, importance and use in construction work. How homes are adapted to climate and needs of people—steep roofs where there is much rain, as in Holland and Belgium; overhanging roofs with rocks on roofs in Switzerland; houses with courts in Spain, Mexico and southern California, etc. What needed building materials are not found in the locality. How furniture and rugs are supplied. Collect pictures of homes in different lands.

e. Trade. *How are we supplied with all the food, clothing and shelter that we need?* To what extent they are supplied by the home. Where and how other things are secured. Direction and distance from the region supplying these needs. Means of transportation. Need for good country roads. Manufactured articles brought from other places. Factory and farm scenes collected and studied. Collect and write for exhibit materials. (See bulletin: *Materials on Geography*. Reference List.)

References:

Tarr and McMurtry, *First Book*, pp. 3-9, 59-75.

Carpenter, *Around the World with the Children*. (Selected chapters.)

Chamberlain, *Industrial Readers*. (Selected chapters.)

Shillig, *The Four Wonders* (cotton, wool, linen, silk.)

4. Our North American Neighbors. What do each of these countries and the United States have to send to each other?

a. Canada. *What kind of country and places of interest would one find in traveling by rail from Vancouver east?* City life in Vancouver, fruit regions, Canadian Rockies, western prairies, country scenes, industries, products, sports, pastimes. Side trips to the fur lands. Stories of Eskimo homes, Indian villages and French fur traders. Natural phenomena, making life and industries possible. Comparative area and population. Source of population. Exchanges in products with the United States. Value of the banks of Newfoundland to New England fishermen.

b. Mexico. *How do living conditions of Mexico compare with those of Canada?* Account for the great variety of products, the undeveloped condition of mines and factories, primitive modes of life and old-fashioned farming and mining methods. Influence of climate, few harbors, absence of rivers, lack of education, presence of savage Indians and outlaws. Why so few large cities. Exchanges with the United States.

c. Central American Republics and the West Indies. *Why have some of these countries so much and others so little to offer progressive people?* Compare climate, surface, resources and character of the people with Mexico. Effect of climate on occupations and thrift. Commercial products imported. Our relations with Cuba and Panama. American influence in changing health conditions in Cuba and Panama.

References:

Tarr and McMurry, First Book, pp. 172-178.

Carpenter, North America, pp. 359-399.

George, Little Journeys to Alaska and Canada.

Little Journeys to Mexico and Central America.

Little Journeys to Cuba and Porto Rico.

Y. C. Series: Strange Lands Near Home. (Selected chapters.)

5. Europe. In which country in Europe would you rather live? Why?

a. Population. *How is it possible for so many people to live in Europe?* Europe the home of many nations and languages. Compare area, location and density of population to our country. How Belgium, before the war, could support many more people to the square mile than Montana; than Rhode Island. Make other comparisons. How relief, boundaries of countries, climate, irregular coast lines and natural resources help to explain density of population. What part of Europe is the same distance from the North Pole as Montana. Gulf Stream and its effect on Europe. Where people have gone when too crowded.

b. Relations. *How are we related to the people of Europe?* Europe, the home of ancient peoples and of our ancestors. Comparison of the way people lived when our forefathers came to America with the way people lived before the World War and the way they live now. Why Europeans came to America—Columbus; the Spanish, French and English; people from other nations and in more recent times. Immigrants who have taught us thrift, intensive agriculture, music, art. Those who have brot low ideals—ignorance, anarchy, contempt for our government. Duty of immigrants to learn to speak and read our language and become naturalized. Plants and animals brot from Europe. Commercial products exchanged. Our relation shown in the war for human freedom and justice to all peoples.

Note: Draw Europe, using outline or pattern maps. Locate the larger countries and a few cities, mountains and rivers, not omitting those heard of in the World War. Use color to show relative density of population of countries. Practice in rapid outline sketching. Begin to collect postcards, pictures, costumes, etc., to use in the study of Europe.

c. The British Isles. *What conditions have helped the people of the British Isles to become strong and powerful?*

(1) How natural conditions and surroundings have helped. Area, population, customs, manner of dress, methods of farming, home life and industries compared with Montana and the United States. Account for the mild, healthful climate.

(2) Great Britain. *Why is manufacturing so important and agriculture so unimportant in Great Britain? Compare with Ireland.* Pastures in England. Scotch and Welsh homes among mountains and native trees. How Scotch customs and dialect differ from those of England. England connected with King Arthur stories.

(3) Ireland. *Why is it called the Emerald Isle?* Peat beds, flax fields, thatched roof houses. Why Ireland has not been so prosperous as Great Britain.

(4) Scenery. *What places would you wish to see while visiting the British Isles?* Cathedrals, abbeys, heather, lakes, country homes, not omitting those made famous by Burns, Scott and other writers. Correlate with a poem by Burns, a Scotch song, as Annie Laurie, and Robert Louis Stevenson's verses.

(5) Relations. *How has England's location helped to make her a great nation?* Surrounding waters. Nearness to Germany, France, the East, America. Many people engaged in commerce. Why so many came to America during colonial days and since. England's part in the World War. Sacrifices and bravery of her people. German air raids. Help received from English colonies and English speaking countries.

Note: Construction work; such as, dressing a doll in a "kiltie," building a highland cottage, making scenes on the sand table.

d. The German Empire. *What preparation has Germany been making for years in order to crush her neighbors?*

(1) *How Germany has been using her products from the mines and soil.* Farm products and the employment of women in heavy farm work. Manufactured products, especially war weapons. Krupp gun works. How climate, soil and nearness to markets have aided Germany's plans. What products we used to get from Germany. How we have made good in supplying these products ourselves.

(2) *Why Germany had a large standing army.* Size of army now. Why so many forts on Germany boundary. Meaning of this fact, contrasted with no forts between our country and Canada. Have children read the "German Gibraltar" in Winslow's Europe (p. 105.) Playing war the chief sport of German boys. Why many Germans have come to America—flee from military duty, have a voice in law.

(3) *Why the world turned against Germany.* Germany's treatment of small countries, captured peasants and soldiers. How this compares with the savagery of early Germanic tribes. Origin of the term Huns; Beowulf, an early hero and a cruel savage. Contrast life of war lords, the Junkers and soldiers with that of simple peasant people; such as, the wood carvers of Bavaria. German schools allowed to teach only

what the ruling classes desired. In war bulletins find such statements made by German writers and leaders, as "German people are greater than other people," "might is right," etc.

e. The French Republic. *Why are Americans so deeply interested in France?* Stories of rural France. (Little Journeys to France, pp. 76-98.) Scenes of home and farm life. Study the Angelus, the Gleaners, Song of the Lark, and other pictures. Correlate story of Joan d'Arc. Farm products. Why farms are small. Former beauty of France. Places of interest in Paris which our soldiers may have visited. Industries and thrift of the people. Beautiful manufactured articles. How conditions have changed. The devastated appearance of northern France. A land of wounded soldiers, widows and orphans. Scenes in army camps, Y. M. C. A. headquarters, Red Cross hospitals. Our admiration for the bravery and sacrifices of the French. Our debt to France. Part Lafayette and the French nation played in securing our freedom.

f. Italy. *Why are more than half of the people of this land of olives, figs and macaroni farmers?* Account for milder climate than Montana, and states south of us; greater rainfall than Spain. (See general suggestions.) Outdoor life of the people. Richness of soil with reason. Importance of the Po valley. Scenes in orange and lemon groves, olive orchards, macaroni factories. Changes in scenes from southern to northern Italy. Reasons for poverty of the people. Correlate with history stories of Romulus and Cincinnatus. Collect pictures and tell stories of places of historic interest—Forum, Pompeii, Vesuvius, Coliseum, historic cities, art galleries and galley ships. Pictures of Italians defending their country against Austria-Hungary and Germany in the high mountain passes.

g. Austria-Hungary. *Why do we find so many strange customs and faces in Austria-Hungary?* Many people and many languages. Comparison of area with Texas. Characteristic physical features. Scenes in the gay city of Vienna as contrasted with those among the Austrian peasants. Wealth of the people, their leading occupations and important products. A chart or poster containing pictures of the manner of dress and variety of customs found in this country. Why this country helped Germany in the World War. Sufferings of the people because of the war. Effects of this war on this nation.

h. Russia. *Why, Russia, which is nine times as large as Germany, should not be a stronger country.* Russia, long a "land of silence." A harsh cruel government with the peasants treated like slaves. Correlate with stories of Peter the Great. The right to be free and own land granted. A republic formed. Illiteracy of the people. Chaos resulted when people were left to govern themselves. Who are the Bolsheviki? How the people live. Scenes in rural Russia. Suffering among the peasants on account of the war. Effect of physical features upon development. Great industries, important products, trade difficulties with other countries. Why Germany wanted to control Russia, and seize part of her land. Germany's duplicity.

i. The Lesser Powers. *What influence has the World War had upon the people in the lesser powers of Europe?* (1) What conditions have led the people of the Scandinavian countries to be seafarers? Why do the occupations of southern Sweden differ from those of other sections of the peninsula? (2) Why should the people of Denmark engage extensively in agriculture? (3) What makes Holland the dairy farm of Great Britain? (4) In what way is Belgium fitted to be the most populous country in Europe? Why has it been called Europe's workshop? (5) Spain. What has the land which introduced irrigation into America to offer progressive people? (Attention to Portugal here.) (6) Why should the Swiss people be so devoted to their native country? Why is Switzerland the "playground of all nations but the workshop of the Swiss?" (7) Why have the Balkan countries remained so undeveloped?

References:

- Tarr and McMurry, First Book, pp. 186-213.
 Andrews, Seven Little Sisters, "The Mountain Maiden."
 Carroll, Book III, Norway, Sweden, Switzerland.
 Chance, Little Folks of Many Lands, Holland, p. 37.
 Geographical Readers for the several nations selected from
 Little Journey Series.
 Little People Everywhere Series.
 Shaw, Big People and Little People of Other Lands, pp. 53,
 70-91.
 War Bulletin (Reference list.)
 Youth's Companion Series: Northern Europe.

6. South America. What parts of South America are most like our own country?

a. Population. *Why are there not nearly so many people in South America as in North America, when it has been longer known?* General resemblance of the continent to ours. Use of outlines for making comparisons and contrasts. Why such extremes of climate and rainfall. Effect on immigration. How extremes in high and low lands and a regular coastline influence immigration. Origin of the population. How the Incas differed from other Indians. Where the Spanish and other Europeans make their homes. Why they prefer such places. Why the central portions are not settled more by white people. Effect of the great abundance and variety of plants and animals upon population. How geographic conditions do not favor population as in North America. (See general suggestions on pictures, modeling, and assignments.) Train children to collect materials and to use them in gathering and organizing data.

b. Southern Republics. *In what way is Argentina much like our country?* Surface features, climate, rainfall and large river in southern South America. Comparisons with the United States. Ranch life on the pampas compared with that in Montana. Farm crops and livestock raised, with typical scenes in rural districts. Chile as compared with California in climate, industries and products. Comparison of Uruguay and Paraguay with Argentina. Thriving seaports and the products sent from them to our country. (The use of games, as suggested on p. 369)

c. The Eastern Republic—Brazil. *From what kind of country do we get our coffee?* Many soils and climates. How general the heavy rainfall is. Beauty and variety of plant life. Many varieties of birds, reptiles and wild animals in the selvas. In what ways the Amazon is like the Mississippi. Value of diamonds and other minerals. How the people live. Their occupations. What Europeans are found here. The Germans in the southern part. Why the Portuguese language is spoken so largely. The coffee port and other cities. The part of the country that is most like our own.

d. Tropical Republics. *What parts of North America are these countries most like? Why?* Comparison as to surface features, coast-lines and climate. The treeless llanos. Coast climate compared with mountain climate. Where Europeans settled. Why? The natives and their industry. Story of the Incas. Simon Boliver and his great work. How the people supply themselves with food, clothing and shelter. How the Panama canal will help these countries west of the Andes. Story of the building of the canal. (See Allen's South America, Chap. XIX.) A model of the canal in sand or clay. Where the important cities are located. Why?

e. Trade. *What products of South America does our country need most?* Seaports to which our ships go. Products which have been shipped away. Why most of them went to Europe. To what extent more of them are being sent to our country. Why? What use the people make of some of our manufactured products; such as, farm implements. How the war and the Panama canal have influenced our trade with South American countries.

References:

Tarr and McMurry, First Book, pp. 179-186.

Carpenter, South America.

Shaw, Big People and Little People of Other Lands, pp. 92. 123.

Youth's Companion Series: Strange Lands Near Home.

7. Asia. Why is labor in Asia so much cheaper than it is in our own country?

a. Population. *If Asia has so many people, why should it not be better known?* Selection of important facts for comparison. Difficulties in knowing such a vast territory, with many conditions of life and great difficulties in travel. (Study of pictures.) Where most of the people live. Why? Occupations of the people in the distant north, on the lofty plateaus, on the low southern and eastern river plains. Kinds of food, clothing and shelter provided, and how these vary from place to place on the continent. Why the people are paid little for their labor. General lack of intelligence. Influence of foreign missionaries. (Note: Attention should be given to the relational facts of important places which grow out of the work of problem solving. Such important facts as are given in the list of Minimal Essentials should be familiar. Map drawing limited to general outline of the continent, and the location of essential features of relief and important cities.)

b. Japan. *What makes Japan the most powerful country in Asia?* The story of Perry's visit. America's influence upon Japan. Japan's favorable location and climate. Other geographic conditions helping Japan. Selection of essential points. Scenes of home life and industries. (Collection and study of pictures.) Careful farming. Silk and cheap labor. Japan Day, exhibiting such articles as Japanese kites, dolls and umbrellas made by the children. Seaports of Japan. Value of Chosen (Korea—old name) to her. Products we exchange with her.

c. China. *From what kind of country have many of the Chinamen in our western states come?* Wonderful things about this country—dense population, vast territory, very old country, such few changes. Interesting story of Confucius, the Chinese Wall, and the early use of printing and gunpowder. Absence of horses and cows. How the fields are cultivated. Importance of rice, tea, and other products. Markets and wages as compared with the United States. Relation of great rivers to population. Imaginary visits to Chinese homes and schools. Dress of rich and of poor as seen in pictures. What would happen if the coal and iron found in China were used as fully as ours in the United States. (Teacher should tell of the effects of China's long isolation.) Recent changes. Value of Christian missionaries to China. Chinese students in America. Our duty in setting good examples.

d. India and Southern Asia. *How can so many people live in these warm countries?* How the lofty mountains effect climate and rainfall. Other geographic factors and their effect on the life and intelligence of the people. How the Ganges basin can support so many people. Home life. Customs of the people. Stories from Kipling's Jungle Books. Farm crops and markets. Why famines occur. How religion, superstitions and the caste system have prevented progress. Contrast living conditions with those of our country. Value of these possessions to Great Britain. Pictures, drawings and clippings for booklets.

e. Southwestern Asia. *Why are many Americans greatly interested in the future of Palestine?* Birthplace of Christianity. Correlate with Bible stories of Jerusalem and the Jordan river. The home of the Jewish people. Why the best known part of Asia. Influences of climate and other geographic factors upon life. Scenes and descriptions of selected industries; such as, rug making, caravan trade, street vending within walled cities. Products brought to our country. Turkish cruelty and American sympathy for Armenian sufferers. The future of Palestine.

f. Relations. *How have the people of Asia been helped by Americans and Europeans?* Asiatic products we have seen and used. Young people from Asia going to American schools. American missionaries in Asia. European countries with colonies in Asia. How the teachings of western people have helped to improve living conditions. Help given by Asiatic immigrants returning to their native country. The duty of everyone, as well as the nation, to improve conditions among Asiatic people.

References:

Tarr and McMurry, First Book, pp. 216-229.

Andrews, Seven Little Sisters, Stories of "Pen-Se" and the "Little Brown Baby."

Carpenter, Asia.

Chance, Little Folks of Many Lands, pp. 67-81, 95-111.

George, Little Journeys to China and Japan.

McDonald and Dalrymple, Little People Everywhere; Japan; India.

Shaw, Big People and Little People of Other Lands, pp. 5-45.

Youth's Companion Series: Toward the Rising Sun.

8. Africa. Why is Africa such a backward continent when so much of it belongs to European nations?

a. Relations. *Why do we know so little about the native land of our negroes?* An imaginary trip with Stanley, Livingstone or Roosevelt. Reasons for living conditions and industries observed on the trip. (See suggested topics.) Why difficult to travel, to ascend in boats, to penetrate dense forests. Why natives are so ignorant. Ease with which food, clothing and shelter are supplied. Health conditions and effect of climate on Europeans. Effect of coast line on colonization. African wild animals seen at shows. Why an easy continent to draw. Rapid sketching.

b. Egypt and North Africa. *What has Egypt taught us about farming without rain?* The annual floods that make crops possible. Why the fertile Nile and the desert are side by side. Desert scenes and caravan trade in North Africa. Value of irrigating ditches and water stored by big dams. Chief products and uses made of them. Delta cities. Why travelers visit Egypt. Objects of historic interest. Sand table scenes of the Nile valley, pyramids, obelisks, sphynx, irrigation ditches, fields of grain and cotton.

c. South Africa. *Why is South Africa the most prosperous part of the continent?* Healthful climate. Comparison of geographic conditions with other parts of the continent. Dutch and British settlements. Value of gold and diamond mines. Description of diamonds. Their cost. Scenes on ostrich farms. Collect and study pictures.

d. Colonization. *Why should so much of Africa be owned by European nations?* Nations to which parts of Africa belong. Libia (Tripoli), an Italian colony. On map color parts *not owned* by European nations. What Africa has which people of Europe want. Need for railroads. Products received into our country. Changes because of the World War.

References:

Tarr and McMurry, First Book, pp. 231-237.

Andrews, Seven Little Sisters, Story of "Gemila."

Carpenter, Africa.

Chance, Little Folks of Many Lands, pp. 53-65.

McDonald and Dalrymple, Little People Everywhere, Hassan in Egypt.

Shaw, Big People and Little People of Other Lands, pp. 98, 118.

9. Australia. In what ways are Australia and adjacent islands much like our own northwest?

Area compared with Europe. Why largely a desert. Why such strange animals. Why most of the people live in the southeast part. Compare value of gold mines and sheep industry with our northwest. What the United States and European countries get from Australia; the Dutch East Indies; New Zealand; the Philippine Islands; Hawaii. Have pupils draw map of region, showing relative location of important islands. Free use of pictures. (See Language curriculum on letter writing.)

References:

Tarr and McMurry, pp. 238-243.
Carpenter, Australia.

10. Comparative Geography . How are the countries of the world related to each other?

a. Comparisons. *What have you learned about the United States in comparison with other great world powers?* Relative location and area. Relative population. Leading regions for the most important farm products, minerals and manufactured articles. Forms of government. Why a republican form is the best. Chief foreign possessions of each. Relation of manufacturing to cities and population. Relation of commerce to seaports and trade centers. Possibilities of great powers becoming weak nations; of lesser powers becoming great.

b. Immigration. *Why have so many Europeans left to make homes in America and other parts of the world?* How Europeans live. Crowded conditions in most countries. Families supported on small areas. Many employed in supplying wants of other countries. How the needs of the people are supplied today. How resources are carefully conserved. Kinds of homes, manner of dress, attitude toward education and general progress compared. Compare European conditions with those of China and Japan. Contrast with our land of liberty. How America has become the land of promise for so many foreigners.

c. War. *Why has almost the whole world been at war?* Class project—color outline map of the world as follows: allied nations, one color; central powers, another color; neutral countries, a third color; countries sympathetic with the allies and who broke diplomatic relations with the central powers, a fourth color. Include possessions of countries at war. Value of the drawing. Why Germany wanted war. Why our country and her allies were fighting Germany. Results as shown by loss of human life and wealth. Extent of suffering among people living near the battle fields. Changes in exports and imports resulting from the war. Our country's help and our responsibility in winning the war. Increased hardships in living conditions. Results attained and hoped for in the future.

References:

Tarr and McMurry, First Book, pp. 243-249.
Andrews, Seven Little Sisters, pp. 137-142.
Current Events, papers and magazines.
Bulletin, Graphic Summary of Agriculture (See Reference List.)
Lessons in Community and National Life, Sections C and B.
War Bulletins. (See Reference List.)

SIXTH YEAR

(Even years, 1920-21, etc. in one-teacher schools following the alternation plan).

Aims and Standards

1. *To further the general aims of the course.*
2. *To raise the standards of previous years.*
3. *To increase ability to organize data independently.*
4. *To use books and concrete materials more intelligently.*
5. *To solve problems bearing on our State, Nation and Continent.*
6. *To make permanent minimal essentials of the countries studied.*

Reference List for Sixth and Seventh Years

Tarr and McMurry, *New Geography*, Second Book. (Textbook.)
 Allen, *Industrial Studies (Excluding Europe):*

United States, South America, Asia.

*Benezet, *The World War and What Was Behind It.*

*Carpenter, *Geographical Readers (Excluding Europe):*

North America.

South America.

Asia.

Africa.

Australia, Our Colonies and Islands of the Sea.

Keller and Bishop, *Commercial and Industrial Geography.*

*McMurry, *Type Studies from United States Geography.*

Rocheleau, *Great American Industries (Revised Editions.)*

Minerals.

Manufactures.

Products of the Soil.

Transportation.

Rand McNally *Geography Readers:*

Bowman, South America.

Huntington, Asia.

Reference List for Fourth and Fifth Years (p. 378).

Reference List (p. 423).

*Specially recommended.

General Suggestions

Since the teacher's guide is the course of study, the whole course of study should be known—outlines for each of the years and general suggestions. There should always be an adequate supply of geographical readers and materials at hand.

The states of our country should be taught in groups, not singly. It is sufficient to note the striking features and relative rank of certain states. The review questions given

in the textbooks, if not omitted, should at least be limited to those few selected that are those to be worth while. Causes for the growth of a product region or industry or a city, as determined by location, soil, climate and nearness to raw materials and to markets, should be stressed. Suggestions for the year's work are found under "concrete materials" and "map questions" in this course. Place geography, rank of states and map drawing should be limited to their minimal essentials (pp. 423-425).

Suggestive Problems

1. Montana

a. Map. *What important things should we know about the map of Montana?*

Let pupils mark off the boundary line of the state on the playground, making a small groove in the ground by using small stones or sticks. It can be made about the size and shape of a basketball court (35 ft. x 70 ft.). After locating the railroads and larger cities, the problem of traveling about in the state may be solved possibly thru the game, fox and geese. By giving reasons for the location of railroads and cities drainage and relief are explained. Let pupils see the need for more railroads in parts of the state. Let them see the need for better roads. Study roads as given in the type assignment. Map drawing and rapid sketching.

b. Climate. *What effect does the climate of Montana have upon the people of the state?*

Relation of climate to relief. Prevailing winds. Chinook winds. Weather has been observed and studied by children since the second and third grades. They are now prepared to consider how the weather map can be made to serve the school and the community. Ask to have the school put on the mailing list for weather maps from the nearest station. Relation of climate to vegetation, animal life and distribution of population. Rainfall and rivers contributing to our wealth and comfort. Casual relations should be developed.

c. Relations. *If Montana's resources were no longer available, would the United States feel any great loss? In what way most? Name other ways. How Montana compares with other states in area, population and density of population, wealth, certain farm and mineral products, enterprise of people, patriotic and national service.*

d. Industries. *Ways in which the people of Montana make a living. What industry was long regarded as most important? How farming and grazing lands have contributed to the development of the state. Extensive areas at first owned by cattle and sheep men. Feuds between grazing and farming interests. Hardships of homesteaders because of lack of credit. Homestead laws. How the state is handicapped when homesteaders take up land for speculation rather than for permanent settlement. How our mineral resources, including fuels,*

affect our wealth, population and industries. Account for the forest areas. How our natural resources have aided the development of manufacturing. How drowth problems are solved. Description of irrigation projects. Careful study of one irrigation project. (See Montana, 1917, pp. 31-40.)

e. Population. *Why has our state been increasing so rapidly in population?* (Supplement, p. 32.) Why many of our small towns and cities increase so rapidly in population. Apply to home or nearby towns. How our state impresses our many summer visitors. Be a real estate agent and answer inquiries of homeseekers in regard to opportunities offered for making a living, marketing facilities, rents and taxes, health conditions, educational advantages for a complete education, amusements, meeting difficulties. Prove that Montana is self supporting. Predict its future.

References:

Tarr and McMurry, Second Book, Supplement.

See Reference List for bulletins and Montana references.

Freeman, Montana, Geographic Factors Influencing the State.

2. North America. What effect have climate and other physical features had upon conditions of life in different sections of our continent?

a. Map. *What help can we get from a study of the maps of North America in explaining how people live and make a living?* (A type problem for continents and important countries.) The use of suggestions for map study. Locating homes where it is possible to make a living. How distribution of population depends upon food, provisions for shelter, industries and living conditions. How rivers, mountains and shore forms favor or hinder man's work. The use of such questions as, why the Atlantic has the greatest number of rivers flowing into it, why the Gulf of Mexico is more important commercially than Hudson Bay, how drainage in Montana is related to that of the continent.

b. Climate. *What factors determine the climate of a continent?* From map of North America children should be able to show what the climate of certain regions must of necessity be because of the determining factors of latitude, altitude, slopes, land and water areas, etc. Why winds blow from various directions. Local observations and study of fourth year weather records. Principal continental winds, their causes and effect. The positions illustrated by drawing. Seasonal migration of wind systems. How surface features modify winds. What winds do for man. Why some sections have more rainfall than others. Relation to winds. Compare average annual rainfall in eastern Montana with western Montana, coast of Washington, Louisiana, Atlantic coast. Why different quantities of rainfall east and west of the great divide in Montana. Location and reason for areas of least and greatest rainfall in Montana. Cause of seasons of rainfall. Man's adjustment. Why the extremes of temperature are greater in the eastern than in the western part of Montana. Observe daily and seasonal changes. Give reasons. Montana climate compared with other regions

of same latitude. Why winters are colder and summers are warmer on the Mississippi than on either coast. Why Arbor Day is two months earlier in western than in eastern Oregon. Omit distribution of temperature as shown by isothermal lines. How these varying conditions of winds, rainfall and temperature affect the people and illustrations to show how the people adapt themselves to such changing conditions.

c. Plant and animal life. *Why do plants grow and animals live where they do and what use do the people make of them?* Relation of soil and climate to plant life; climate and plant life to animal life. Continental life regions—the far north, our country, the far south. How much we can learn of our native animals from pictures—food, feeding, home, habits, means of defense, uses to man. Dangerous animals. Bird and game laws. Park animals. Animals native to Montana. Kind treatment and protection of animals. Animal adaptation.

d. People. *How have the conditions on our continent favored the increase of population?* The early inhabitants. Why Indians never became powerful. How the English and other peoples managed to make homes on the continent. (Consider geographic conditions only.) Forefathers settled in a temperate climate. Their native strength and character. Barbarian invasions checked by the Appalachian highlands. Relation of mountain gaps and rivers to westward migration. Routes taken to settle the Mississippi and the West. Favorable soil and climate in the Central West; why not so favorable in parts of Montana and the West. Early neglect of Indians by whites. Indian reservations—location. To what extent our government is meeting its obligations in caring for the Indians. The rapid increase of population due to immigration. How people of different races and nationalities adapt themselves to the conditions they find here. New conditions arising from the World War. The “land of the free” compared with the lands of oppression.

References:

Tarr and McMurry, Second Book, pp. 13-26, 206-218, 223, 224, 227, 230.

Allen, The United States, Chapters II, III, IV.

Carpenter, North America, Chapter I.

Montana Climate, Bulletin from Experiment Station, Bozeman.

3. The United States. How has “An American” come to mean “A citizen of the United States?”

a. Map. The use of the type problem. Our relative position on the continent and among the great world powers.

b. Latitude, longitude and time. *How is the exact location of a place determined?* Many teachers prefer to teach latitude and longitude separately, getting one fixed in the mind before beginning the other. Then combine them in “location games.” The use of games in this connection helps to prevent drudgery, to stimulate interest, and to make the more important facts permanent. The following is suggestive: The teacher says, “Play I am in the city on parallel 30 degrees north latitude and meridian 90 degrees west longitude. Where am I?” Pupils ask similar questions. The one answering the largest number of ques-

tions correctly wins the game. Or, let a child play he is on a ship at sea and an accident has happened. He sends out an S. O. S. call, telling his location. Let him call upon another pupil to find his location on maps or globe. If it is found that the first child has named a location not on the sea, he has lost in the count. The purpose of this study is to give children greater ability to read and interpret maps. Memory work should be limited to the minimal essentials. Where east and west travelers adjust their watches; why set them ahead in traveling east. Compare time of Seattle, Montana, Chicago, New York and France. Advantages secured by turning clocks back in April and ahead in October. Disadvantages.

c. Population. *Why has the population of the United States increased so rapidly?* Nationalities represented. How immigration has helped the development of our country; how it has hindered its development. Why the East is more thickly populated than the West. Why the center of area in our country is never likely to be the center of population. How the rapidly increasing population has been employed; supported. Why foreigners seek the United States. America as a refuge for the poor and oppressed people of Europe. Voyage dangers, Ellis Island difficulties. Is it right to keep up old customs in a new country? Duty of foreigners to become naturalized. What boys and girls can do in making foreign immigrants feel at home, love our state and become loyal citizens.

References:

Tarr and McMurry, Second Book, pp. 26-30, 198-206.
 Allen, The United States, pp. 11-42.
 Carpenter, North America, p. 79, etc.
 Carroll, Book IV.
 General References.

4. Western States. Why are the people of the Western States so progressive in industrial and national affairs?

a. Climate. *Why do the extremes of temperature and rainfall occur here?* The effect of physical features upon distribution of the population and industries.

b. Immigration. *What has the West to offer to thousands who seek health, pleasure, knowledge, wealth and homes?*

c. Mining. *What has made this one of the most important mining regions of the world?* Mining methods. Visits to camps where possible. Mining cities. Rank of states in mineral products.

d. Farming. *What does the West contribute to the world's food supply?* Consider wool, beef cattle, grain crops, orchard and small fruits, salmon. Collect pictures of farm scenes. Cause of California's wealth; of Colorado's rank in sugar. Why reservoirs and reclamation projects are needed. Montana's part in farming. The West's contribution to the food of the allied armies and people in need.

e. Lumber. *How can the Northwest supply so much of the lumber used in ships and buildings?* Why Washington leads. Lumbering methods. Big trees in California. Forestry and why needed. How to prevent forest fires.

f. National Parks. *What do eastern people see in our National Parks?* Children might plan a trip or tell stories of visits to the Yellowstone or Glacier National Park. Where to secure park bulletins (p. 423). Why have national parks.

g. Manufacturing. *Why is this the second industry in importance in the coast states?* Commercial raw materials used and kinds of manufacturing. Eastern demand. Transportation facilities and outlets to foreign trade.

References:

Tarr and Murry, Second Book, pp. 119-146.

McMurry, Type Studies from United States Geography, selected chapters.

Carpenter, North America.

Allen, United States.

Rocheleau, Great American Industries.

Carroll, Around the World, Book IV.

Keller and Bishop, Commercial and Industrial Geography.

5. Central States. How is it possible for the upper Mississippi valley to feed so many millions of people in our country and Europe?

a. Population. *Why do so many people live in these states?* Rapid growth in population. What part of the population of our country is in these states? How many of the ten most populous states are in this section? The relation of glaciation to population.

b. Food. *What conditions make it possible for this group of states to help so largely in supplying food to allied and neutral countries?* Imaginary journeys to typical farms, stock yards, flour mills, etc. Why this section contains the world's greatest corn patch; the bread basket of America; the leading states in live stock; most of the barley and oats grown in America. The rank of states in these products. North Dakota's lead in flax; Kentucky's lead in tobacco. Why so many other crops grow in great quantities; such as, hay and forage, beans, potatoes, orchard and small fruits, vegetables. Contributions from the Great Western Plains to the food of millions.

c. Minerals. *How do the minerals, including fuels, found in this section, supply the needs of people?* Relation of minerals, including fuels, to food supply. Use of coal and iron in factories. How the economic distribution of coal from extensive deposits is possible. Why Lake Superior iron ore is shipped. Destination points. Why oil and gas make cheap fuel and light in many places. Rank of states in these and other products—copper, lead, zinc, salt. Value of clays and sands. Famous caves. How formed. What is found in them.

d. Manufacturing. *What have the factories in these states done in preparing food for millions?* Relation of raw materials and mineral deposits to manufacturing. What are the important manufactured articles? Which ones are brot to Montana homes and farms? Why such extensive manufacture of furniture in the industrial centers of the lake region, and paper and maple sugar in Ohio. The manufacture of food stuffs. Exhibit materials collected. (Materials on Geography, bulletin, p. 423).

e. Trade. *To what extent is trade responsible for the development of this food producing section?* Railroad facilities. Lake and river navigation. Outlets to the sea and world markets. Possible effect of a Chicago ship canal. Account for the growth of industrial and distributing centers.

References:

Tarr and McMurry, Second Book, pp. 91-116.

McMurry, Type Studies from United States Geography, pp. 89-175.

References given for the last problem, p. 402. (Selected Chapters.)

6. Middle Atlantic States. What conditions make this one of the most populous and wealthiest sections of the United States?

a. Population. *How can one-fifth of our population be supported in three of these states?* Effect of early settlements. Comparative study of population with western states and cities. Why *New York* is the Empire state; Greater New York, the world's metropolis. Account for its vast foreign population. Account for the density of population in *Pennsylvania*; in *New Jersey*.

b. Food. *Why does diversified farming continue to be a great industry here?* Study the food products—grains, fruits, hay and dairy products, vegetables, oysters, fish. Why New York has lost out as a wheat state. What her problem is if she raises one bushel of wheat a year per person when six are required. Nearness to markets. Effect of small farms on population.

c. Minerals. *How have these states helped to solve the fuel problems of our homes, factories and navy?* Study important minerals—iron ore, coal, oil, salt, clay, etc. Relation of mining to population.

d. Manufacturing. *Why are there so many factories in these states?* Why New York and Pennsylvania lead. Nearness to raw materials, fuels and ores. The chief factory products. Type study of the process of producing a few selected articles. Pictures of factory scenes collected and studied. How manufacturing affects population.

e. Trade. *Why is New York City the world's greatest seaport?* Geographic factors. Money center. Railroad terminals. Connecting steamship lines. Relation of growth of cities to manufacture and trade. Montana's trade relation with these states. Growth of cities accounted for. This section's contribution in food, men and money in support of the war.

f. Washington. *What has made it the great center of influence in international affairs?* A center for the teachings of a great democracy. Classes of people living in the city. Collect scenic views. Make imaginary visits to places of interest. (Carpenter, North America, pp. 17-49, is full of descriptions of our National Capitol.)

References:

Tarr and McMurry, Second Book, pp. 47-68.

McMurry, Type Studies from United States Geography, pp. 39-81.

References given for Problem 4 (p. 402). Selected chapters.

7. New England States. What conditions have helped to make manufacturing the leading industry?

a. Population. *Why are Rhode Island and Massachusetts our most densely populated states?* Geographic factors. Historic reasons. Influence of water power; of manufacturing. Why so many cities. Relation to manufacture and trade. Boston as a distributing center. Growth of other cities. Attractions offered summer visitors. (See type map problem and suggestions on "Group of States.")

b. Manufacturing. *Why are more than one-half of the people of this section employed in this industry?* Early influences of water power. Navigation laws affecting the industry. The early home of the manufacture of cotton and shoes. How the fuel needs of many homes and factories are supplied today. Reduction of wood supply and absence of coal. National aid in solving fuel shortage problems. Why it took seven times longer to make the same kind of shoes fifty years ago than now. Pictures of factory scenes collected and studied.

c. Occupation. *Why are the people engaged in so many different occupations?* Geographic factors. Why the forests should be preserved. Lumbering methods contrasted with those in Washington. Making maple sugar and dairying in Vermont. Why many farms contain less than forty acres. Relation of nearness of markets to truck farming, dairying and poultry raising. Why New England does not lead in the production of food stuffs. Why the value of food stuffs of southern New England ranks among the highest per acre in the United States. Why fishing is still an important industry. Sea foods. Why quarrying is an increasingly large industry. What this section contributed in support of the World War.

References:

Tarr and McMurry, Second Book, pp. 32-46.

McMurry, Type Studies from United States, pp. 1-30.

reference given for Problem 4 (p. 402). Selected chapters.

8. Southern States. Why have the Southern States developed so rapidly within the last fifty years?

a. Population. *What conditions have affected the growth of population in these states?* Why so many negroes. Effects of the Civil War on population. How the states rank with others in density of population. Number of northeastern states that equal Texas in size. Why large cities are not so numerous as in the North and the East. Why New Orleans is the southern metropolis. Effects of deepening the Mississippi, the Panama Canal, and a possible Chicago ship canal upon its growth. Growth of cities as influenced by geographic conditions. (See suggestions on "Groups of States," and type map problem.) Reasons for so many cantonments in the South.

b. Farming. *Why does so much of the farming still consist in the raising of cotton?* The effect of soil and climate on farm industries. Value and amount of the cotton crop. Uses of cotton. Cotton by-products. Plantation life described. Other valuable crops—sugar, rice, alfalfa hay, sweet potatoes, semi-tropical fruits, nuts. Need for

conserving sugar. Food value in nuts. Why Texas leads in beef cattle. Why many southern farmers prefer mules to horses. How the South supplies northern vegetable markets early in the spring. Increase in the production of northern crops and of livestock. The use of improved farming methods.

c. Mining and Manufacturing. *Why are these industries constantly increasing in importance?* Deposits of valuable minerals, building stone. Manufacture of cotton goods, lumber and pig iron.

d. Trade. *Why has the export trade from the Southern States been so important?* The exports to England; to other states. What Montana receives from the Southern States and sends in exchange. The commercial value of the Mississippi as compared with the St. Lawrence and other rivers. Why Congress should appropriate millions to improve navigation on the Mississippi. Value of the Panama Canal to southern trade. Shipping points and connection with foreign ports.

References:

Tarr and McMurry, Second Book, pp. 70-90.

McMurry, Type Studies from United States Geography, pp. 81-89, 175-218.

Reference given for Problem 4 (p. 402). Selector chapters.

9. Our Possessions. In what ways is our outlying territory made to feel itself a part of the home country? Do you believe this policy has been wise? Why?

a. Alaska. *How has the purchase of Alaska benefited our country?* Has either gold, salmon or copper been worth the purchase price? Why seal fishing and whaling are not as profitable as once.

b. Panama Canal Zone. *Why will the Panama Canal be worth its cost in time?* What changes in commercial relations of countries has it produced? Review the history of its building.

c. Porto Rico. *Why does sugar cane grow here so abundantly?* In 1917 the United States purchased for 25 million dollars the islands of Saint Croix, Saint Thomas and Saint John. Of whom? Locate them. Why so valuable.

d. Hawaiian Islands. *Of what value has their annexation been to the United States?* Their commercial importance.

e. Philippine Islands. *How have these islands been helped by their connection with our country?* Commercial exchanges with the United States. Should the islands be given their independence? (A question for older children to debate.) Predict the future of these islands.

f. Guam and Tutuila. *How do they benefit the United States?*

References:

Tarr and McMurry, Second Book, pp. 148-160.

Carpenter, Australia, Chaps. XVII, XVIII-XXVI, LIII, LIV.

Carpenter, North America, Chaps. XLIV, XLV.

Carroll, Book III.

10. Our Southern Neighbors. Is it a matter of much importance how many nations there are on our continent?

a. Cuba. *Why is it better for Cuba to remain under the protection of the United States?* Explain its rank in cane sugar production.

b. Mexico. *Why has the development of Mexico been so greatly retarded?* If gold and silver attracted the Spaniard so much, why mining is still undeveloped. Lack of coal, of transportation, old fashioned mining methods, Indian troubles. Few good harbors. Savage Indians and Villa followers. Education lacking. Why European and American capitalists have large holdings in Mexico. Effect on progress. Account for the great variety of farming and fruit growing. Why manufacturing is still undeveloped. Explain dangers attending American visitors. Why American intervention in 1916 was just.

c. Central American Republics. *Why are wars on the continent most frequent here?* Reasons for our country's interest in them, if they are such poor examples of republics.

d. West Indies. *Why has Haiti so little to offer progressive people?* Compare with Cuba, Porto Rico, Jamaica. Commercial importance of the Bahamas. Value of Pitch Lake on Trinidad island to our cities. Why dangerous to make homes on some of the smaller islands.

Tarr and McMurry, Second Book, pp. 171-180.

Carpenter, North America, pp. 376-399; Australia, pp. 357-370.

Allen, Around the World, Book IV, pp. 215-268.

Carroll, Book III—Mexico.

11. Comparative Reviews. What factors have been influential in developing our country into a great industrial nation of wealth and honor?

Study important comparative facts and questions found in Chapter VII of the textbook (pp. 181-197). Teach pupils to read the maps and graphs intelligently. Refer to Minimal Essentials of this course for limitations on matters that should be definitely known. Take note of such factors as favorable physical features; reasons for the thriving condition of seven great industries; their analysis from the view point of products; causes of a flourishing trade; American inventive genius giving rise to an age of electricity, steam, and machinery; and an enterprising and enlightened people. Note also our growth in territory, population, wealth, varied industries, popular government, influence, responsibility, leadership. Result of our greatness shown in the World War thru wealth, ideals and influence. The respect we owe to all mankind and our duty in making foreigners welcome.

References:

Tarr and McMurry, Second Book, pp. 181-197.

Rocheleau, Transportation.

Keller and Bishop, Commercial and Industrial Geography.

SEVENTH YEAR

(Odd years, 1919-20, etc, in one-teacher schools using the alternation plan).

Aims and Standards

1. *To gather up and enlarge the geographic ideas gained in previous years.*
2. *To give greater facility in the solution of problems bearing on the relational aspects of the more important nations of the world.*
3. *To increase the pupil's ability to interpret properly the geographic factors that enter into the international problems of the day.*
4. *To make permanent a knowledge of relational facts and limited number of facts of place.*
5. *To engender a sympathetic understanding of the peoples differing from us in race, customs, ideals and modes of living.*

General Suggestions

The course of study, not the textbook, is the teacher's guide. Teachers should be familiar with the outlines for previous years and with the general suggestions to carry out the provisions of the seventh year. To make the work of any one year most effective the whole course of study must be known. A list of the geographical readers referred to is given with the Sixth Year outline. An abundance of such books, as well as the reference materials suggested later should be available. The Minimal Essentials should receive attention thruout the year.

Suggestive Problems

1. Europe. How has Europe, less than half as large as North America, been able to support more than three times as many people?

a. History. *What have we learned in sixth year history which helps to explain the density of population?* Rise and fall of nations—Greece, Rome, French Empire, Spain, Germany. Many nations, conquests, languages, creeds and customs. Recall sixth year history stories. (See History curriculum.) Colonial expansion by densely populated countries. (Population problem, p. 389 in review).

b. Geographic conditions. *How have climate, surface and an irregular coastline favored the increase in population?* Compare latitudes, such as Montana with French battle fields, using a game. (See suggestion on page 400). Why such moderate climate in the northern

latitude. Effect of the Gulf Stream and westerly winds on rainfall and climate. Why Russia has a continental climate. The essential coast waters, important islands, canals and navigable rivers. Relative location and the commercial value of each. Usefulness of tides. How shore forms, mountains, rivers and climate have influenced population.

c. War. *Why is the World War called the greatest conflict in the world's history?* Eight great powers engaged—their relative location and area, population and nearness to sea compared. Important war aims of Germany and of the Allies as set forth by President Wilson. A democracy and an aristocracy compared. Lessons taught by the war. The need for conserving food, fuel, etc. (Review Fifth Year war problem.)

References:

Tarr and McMurry, Second Book, pp. 218-223, 257-263, 400, Appendix.

Benezet, *The World War and What Was Behind It*. Last chapters.

War bulletins. (See Reference List.)

Reference List for Fourth and Fifth Years. Selected books on Europe.

2. The British Empire.

a. The United Kingdom. **What has made Great Britain the world's greatest maritime nation and exporter of manufactured goods?**

a. Food. *Why does England look to other countries for much of her food supply?* Food stuffs imported. Why not enuf raised for home demand. Important geographic conditions influencing the food supply. Why the fishing industry is so profitable. How food is conserved. Women helping in fields and factories in war times.

b. Mining. *How have coal and iron helped to develop Great Britain?* Value and use of these mineral deposits. Their influence on industries and population.

c. Manufacturing. *Why is Great Britain a great manufacturing nation?* Products from manufacturing cities. Birmingham, Glasgow, Manchester, Leeds, Belfast, etc. Invention of spinning machines. A favorable location; moderate climate; regularity of winds. Healthy, enterprising people. Relation of manufacturing to density of population.

d. Trade. *Why has Great Britain the largest navy of all nations?* Why necessary to have many ships and many places to exchange goods. Sources and kinds of raw materials. Manufacturing products exported. Commercial ports and ocean routes. Exchanges with the United States.

B. Colonial Possessions. What need does the United Kingdom have for so many colonies?

a. Extent of territory. *Prove that Great Britain's territory includes one-fifth of the land surface of the globe and one-fourth of its inhabitants.* (Appendix.) Show by the globe that the "sun never sets on British soil."

b. Canada. *Why is the Dominion of Canada Great Britain's most valuable possession?* The effects of glaciation. Chief sources of wealth and industries of the people. Importance of Wolfe's victory; of Britain's colonial policies. Note also the relationship of England to Germany then and now. Friendly relations between Canada and the United States. No forts in contrast with European nations. Causes of growth of cities and the distribution of population. Similarity of products to those of northern United States. Canada's help in the World War. Other possessions in American waters. (Review problem, p. 388, and the use of topics on important geographic conditions, p. 376).

c. India. *How is such a great population supported in the Ganges basin?* Importance of Clive's victory. How a few soldiers have managed to control many natives. The problem may be centered around geographic conditions, animal life, natural resources, products and industries. The collection and study of pictures. Why so many famines and plagues. Suggest remedies. Value of Suez Canal to India. How Americans reach India. Importance of Ceylon, the Straits Settlements and Hong Kong. (Review problem, p. 394).

d. Australia. *How does the Commonwealth of Australia compare in importance with Canada as a possession of Great Britain?* Influence of geographic conditions on natural resources (p. 376). The problem may be centered around occupations, resources, products and exports. The use of review problem (p. 396). Why the cities are on the southeast coast. Number of days from Japan, Liverpool, San Francisco. Industries and scenery in New Zealand. Commercial products from New Zealand and other oceanic possessions.

e. Union of South Africa. *What advantages do the South Africans have for becoming a leading people?* Physical features, natural resources, commercial value of products, recent developments. (Topical suggestions, p. 376). How a north and south continental railway would affect trade.

f. Protectorate of Egypt. *Why should Great Britain care to control this country?* (Review problem, p. 395). Places of historic interest. How abundant crops are possible. How the Suez Canal has benefited Europeans. Importance of Gibraltar.

g. Relations. *How are Great Britain's possessions benefited by her ownership or control?* Strength and value of her navy. Relations by language, customs, traditions, education. How the possessions help Great Britain. Effect of tolerant forms of government for the colonies on the unity and strength of the United Empire. Contrast with the form of government George III imposed on the American colonies. Possible effect, if England's colonial policies toward us had always been just.

References:

- Tarr and McMurry, Second Book, pp. 263-276, 161-170, 354-361, 390-396, 384-386, 378-382.
 Allen, Industrial Studies, Asia, pp. 276-376.
 Benezet, The World War and What Was Behind It, Chaps. XVIII and following.
 Carpenter, Asia, pp. 201-305; Africa, pp. 81-121, 273-332; Australia, pp. 11-119, 257-270.

Carroll, *Around the World*, Book V, *The British Empire*.

Keller and Bishop, *Commercial and Industrial Geography*, selected chapters.

Huntington, *Asia*, pp. 304-344.

Little Journeys and Little People Everywhere. Selected books.

3. The French Republic. How has the great World War interfered with the prosperity and happiness of the French people?

a. Industries and Thrift. *Why did France become a thriving nation of industrious people?* French prosperity as influenced by geographic conditions. The use of review problems (p. 391). Why many small farms with resident owners. Why more bushels of wheat are raised per acre than in our country. Why so much silk and wine are manufactured. The good grade and high price of manufactured products because of skilled laborers and art appreciation. Thrift as seen in the economic use of raw materials. Commercial products exchanged with the United States. Why France has been a favorite resort for tourists.

b. War. *What conditions brot about a "bleeding France?"* Why location is favorable for war. Extent of natural boundaries. Why the great battles were fought in the north and northeast part of France. Correlate history stories—Joan of Arc, Napoleon, etc. (See History curriculum.) How the World War has changed conditions in France. The help rendered by women in factories and on farms. The work of the Red Cross and Y. M. C. A. Aid given France by a sympathetic world. Help rendered by our state and nation. Responsibility of boys and girls, old and young, everyone in helping to win the war. The prospects for France's recovery.

c. Colonial Africa. *How will nearly one-half of all Africa and one-fourth of Africa's population help France to retain her position as a world power?* Important geographic factors influencing the development of French possessions. Difficulties in colonizing in Africa. The wealth of raw materials and markets for French wares. Need for railroads. What Corsica, Madagascar and French Indo-China contribute to the wealth of France.

References:

Tarr and McMurry, *Second Book*, pp. 283-290, 361, and selected paragraphs on Africa.

Benezet, *The World War and What Was Behind It*, Chap. XIII, and following.

Carpenter, *Africa*, pp. 14-81, 162-166; *Australia*, pp. 274-289.

Keller and Bishop, *Commercial and Industrial Geography*, p. 139.

Little Journeys and Little People Everywhere. On France.

4. The German Empire. How has Germany been wasting her resources and sacrificing her people for the sake of world domination?

a. War. *Why was Germany able to show such great strength in the greatest of all wars?* Compare Germany with the Great World Powers in area and density of population. Significance of this. Com-

pare area with Texas. Geographic factors aiding development. Aid given by natural resources, crops, manufacturing, trade, schools, military system, cities. (Review problem, p. 390). How completely Germany's "wall of steel" prevented reliable information of her internal conditions to reach her enemies. How Germany was able to keep a large standing army. Why Germany desired Turkey as an ally; Mexico. Collect from Current Events, papers and magazines information in regard to the World War. Correlate this study with stories of Frederick the Great and Bismarck and compare with the warlike ambitions of William II and Von Hindenburg. Influence of the Junkers in the war. Effect of America's entrance into the war. What America did to help defeat German militarism. In what ways Montana people showed their loyalty to our nation in the great world crisis. Impossibility of Germany's remaining a world power. Status since the war.

b. Industries. *What use did Germany make of the products from her industries in the great world crisis?* Why farming leads. Important products—rye, sugar beets, grapes, potatoes. Why meat, wheat and textile fibers were imported. Sources and scarcity of food during the war. Limitations on sale of food stuffs. Why forestry is increasingly important. Value of mineral deposits. Iron ore for war purposes. How the United States made good the loss of Germany's trade, as in the case of toys, drugs, dyes and other chemicals, fine chinaware, potash, sugar beet seed, kodak materials, etc. Effect of the war on articles "Made in Germany." Seizure of Germany's outlying possessions. Minimal essentials as applied to Germany.

References:

- Tarr and McMurry, Second Book, pp. 308-318.
- Benezet, *The World War and What Was Behind It*, pp. 144-161, and following.
- Keller and Bishop, *Commercial and Industrial Geography*, p. 129.
- Little People Everywhere. On Germany.

5. Italy. What part did the land of ancient Rome have in the World War?—

The advantages of Italy's geographic position. Places of scenic and historic interest. The home of the Pope, the Vatican. Historic buildings, old cities. Volcanoes. Why farmers are so poor. Why irrigation is needed in places. Why industrial Italy is in the Po valley. Why Italians came to America in great numbers before the war. Location of the battle front in Italy. Italy's strength shown in the war. Review of Fifth Year problem (p. 391). Value of Libia (Tripoli) as a terminal for caravan routes. Other Mediterranean possessions. Venice and Trieste as objective points for opposing armies.

References:

- Tarr and McMurry, Second Book, pp. 323-330.
- Benezet, *The World War and What Was Behind It*, p. 224, and following.
- Carroll, *Around the World*, Book V, Italy.
- Little Journeys to Italy.

6. Austria-Hungary. What conditions have prevented this nation from rising to a position of power and influence?

How were so many nationalities and many languages brot under one government? Forty-one dialects spoken. How a similar problem is solved successfully in the United States. Why so many people immigrated to America before the war broke out in Austria-Hungary. Influence of geographic factors. Compare area with Texas. Material wealth in farm crops and minerals. How the union of Austria and Hungary affected the development of home industries. Why friendly relations with counties on the lower Danube should be sought. Home life and customs as shown in pictures. Summary of factors contributing to the nation's weakness. How this country practically became a vassal of Germany. Status since the war.

References:

Tarr and McMurry, Second Book, pp. 331-334.

Benezet, *The World War and What Was Behind It*, pp. 81, 214, and following.

Little Journeys. On Austria-Hungary.

7. Russia. What makes Russia problematic and backward country?

Comparative study with Great Britain, France, Germany and the United States as to area, density of population, wealth, production of wheat and coal, and as a railroad builder. Geographic factors hindering progress. Review problems. Remoteness from world markets. Lack of transportation facilities and its effect on production. Peasant and city life as affects progress. Problematic situation in government. The forced abdication of the czar. The provisional government under Kerensky. The Bolshevik revolution and counter-revolutions. German invasion and its results. Poland, Lithuania, Finland, Ukraine and Little Russia, as affected by the war. Russia's needs; wise, forceful leaders in government and education; development of such resources as forests, fish and game, farms, mines; modern farm machinery; increased manufacturing; railroads. Importance of Trans-Siberian railroad. Value of Siberia to Russia. Russia's influence before the war in the far east and in inner Asia. How Russia's hope lies in making better use of her resources. Prospects of continued heavy immigration from Russia. Our responsibilities in relation to these immigrants.

References:

Tarr and McMurry, Second Book, pp. 302-307, 352-354.

Allen, *Industrial Studies: Asia*, Chap. VIII.

Benezet, *The World War and What Was Behind It*, p. 215, and Chap. XXII.

Carpenter, *Asia*, pp. 367-380.

Huntington, *Asia*, pp. 135-152.

Little Journeys and Little People Everywhere. On Russia.

8. The Lesser Powers. Why did so many of the lesser powers remain neutral in the great World War?

a. Nations. *Where are the neutral nations located and how were they influenced by the great powers at war?* A chart of the nations might be made showing (a) relative location; (b) whether or not they

remained neutral. The use of an outline map with one color for the central powers, another for the entente and a third for neutral countries. (See Fifth Year outline, p. 392).

b. Scandinavian countries. *What conditions have helped these countries to remain independent?* How location, shore line and surface features have aided independence. Leading industries and products. How extensive trade with Great Britain and Germany explains the neutrality of the countries.

c. Denmark. *What practical lessons can we learn from the Danish farmers?* Their system of cooperation. Soil products. Their fine system of folk schools. How many of our states are smaller? Germany's eagerness to control Denmark. Copenhagen as a shipping center. Why Denmark's colonies are of little value to her.

d. The Netherlands. *How have the people of The Netherlands added to their territory?* Relation to density of population. Compare country to Mississippi delta. Intensive farming on small farms. Why one of the world's greatest commercial nations. Value of East Indian possessions and importance of Batavia. Character of the people. A refuge for persecuted people in times past.

e. Belgium. *Why has Belgium for centuries been compelled to be one of the battlefields of Europe?* Effect on density of population, prosperity and happiness of the people. How control of the Congo was obtained. With Stanley in Africa. How American sympathy for suffering Belgium has been shown. The country's possible future.

f. Spain and Portugal. *Why are these nations, altho once powerful, now among the weaker nations of Europe?* How the colonies were lost. Influence of geographic conditions (p. 376). Extent of illiteracy in Spain. Sports and pastimes. Farm and mine industries. Comparison of forms of government. Portugal's part in the World War. Possibilities of a return to power.

g. Switzerland. *Why are the Swiss people free, strong and home loving?* Account for the fact that Switzerland has no national language, that no great battles are fought on her soil, that she supports 240 people to the square mile in spite of mountains and glaciers, that her foreign trade has exceeded Spain's, that so much manufacturing is done without coal, that travel between cities is not difficult, that this is "the playground of Europe."

h. Balkan countries. *Why have these countries not united into one great nation?* Compare with the union of Austria and Hungary; the union of German states. How mountains, many languages and successive invasions have hindered union. Why natural resources are not fully developed. Effect of Turkey's misrule and primitive farming methods upon industries, exports and growth of cities. Possibilities in the lower Danube basin. Constantinople as a seaport. Our historic interest in Grecian cities.

References:

- Tarr and McMurry, Second Book, pp. 277-283, 290-300, 319-323, 334-340.
Benezet, The World War and What Was Behind It, Chap. XX, last chapters.
Carpenter, Asia, pp. 222-256.

Keller and Bishop, Commercial and Industrial Geography.
 Selected paragraphs.
 Little Journeys. Selected books.

9. South America. What countries offer the greatest opportunities to foreigners?

a. Population. *What conditions have induced people of many nationalities to make homes in South America?* How the highlands suggest minerals and a healthy climate for Europeans. Findings by early explorers. Story of Simon Boliver. (Carpenter, South America, p. 340.) Civilization among the Incas. Homes of the natives today. Distribution of foreign population. Why a mixed population. Rapid sketching of the continent.

b. Eastern republic. *Why does more than one-half of the world's supply of coffee come from Brazil?* Coffee tree not a native plant. Favorable geographic factors. Forest products, beef cattle and other products having commercial value. The use of water power for electric smelting of iron ore. Growth of Brazil as a commercial nation. Her growing prominence in international affairs. Account for the character and distribution of the population. Opportunities for foreigners. (Review problem, p. 393).

c. Tropical republics. *What causes produce so great a variety of products and living conditions in these countries?* Influence of geographic conditions. Suggested problem for fifth year (p. 393) in review. Why American capitalists are interested in Bolivian mines. Why our country leads in Peruvian imports. Why Ecuador is coming to be a land of opportunity. Why Columbian products are eagerly bought by Americans. Compare Venezuela with the ABC (Argentina, Brazil, Chile) countries in development. Countries offering greatest opportunities to foreigners.

d. Southern republics. *Why are there so many progressive people in the southern part of South America?* Account for Argentina's rapid development. Why the pampa is the real Argentina. How it can keep Argentina in her place as one of the *ten* great World Powers. Geographic conditions. Unfortunate large land holdings, stable government, increased trade with the United States, and transportation facilities as factors in development. Relation of Uruguay and Paraguay to Argentina. Similar study of Chili. Importance of irrigation. Commercial value of nitrates. Comparative advantages affecting immigration.

e. Trade. *How can our country bring about increased trade relations with South American republics?* Let the class plan an imaginary voyage to South American ports for the purpose of increasing trade. Exhibits to collect. Exchanges of clothing needed on the trip. Languages to speak. Impressions to make. Souvenirs to bring back. Exchanges of products to encourage. Account for facts learned—large trade with Europe; increasing trade with the U. S.; commercial importance of rivers, railroads, and the Panama Canal; value of visits by distinguished Americans such as Taft, Bryan, Roosevelt.

f. Relations. *What should our attitude as a nation toward the republics be?* The Monroe Doctrine. Paying Colombia for the Canal Zone. How South Americans regard us. Responsibility of boys and girls in helping to decide international questions in time. Our choice of country as a residence place. The most promising and least promising countries, with reasons.

References:

- Tarr and McMurry, Second Book, pp. 236-255.
 Allen, Industrial Studies, South America.
 Carpenter, South America.
 Bowman, South America.

10. Asia. Prove that Asia, of all continents, is the land of extremes.

Relations. *How does Asia differ from other continents on the globe?* Extremes of elevations and depressions, temperature, amount of rainfall and density of population. The use of type map problem (p. 399) and review problem (p. 393). Rapid sketching of the general outline of the continent. Meaning of "roof of the world." Effect of surface upon climate. Contrast with North America. Extreme variations in plants and animals. Wild animals seen at shows. Some of our useful plants and animals traced to Asia. Why most of the inhabitants are on a few river plains—Ganges, Yangtse, Hoang. Agriculture, the leading industry. Other industries undeveloped. Religious differences. Why American missionaries are found in Asia. Ancient, unprogressive civilization. America's educational responsibility. Signs of progress.

References:

- Tarr and McMurry, Second Book, pp. 341-347.
 Allen, Industrial Studies, Asia, Chap. I.
 Huntington, Asia, pp. 1-38.

11. Japan. Why call the Japanese Islands the British Isles of the Pacific?

A World Power. *Why is Japan Asia's only great World Power?* Compare with the British Isles. Influence of geographic factors upon development. Account for the high rank in silk production with so little imported to the United States. Why few beasts of burden. Meaning of this in case of crop failure. Collection and study of pictures noting industry, cleanliness, artistic sense and economic standing of country people. Value of sea foods. An agricultural or a manufacturing nation? Compare urban to rural population. Cause of growth of large cities and seaports. How food supply problems are solved. Results of Russo-Japanese War. How Chosen (Korea, old name) helps to solve food and fuel problems. Why Japan would like to control China. Value of coal and iron ore as compared with Great Britain. Why Perry's birthday is celebrated. Rise as a commercial nation. California's part in causing a feeling against Japan. Japan's part in the World War.

References:

- Tarr and McMurry, Second Book, pp. 367-370.
 Allen, Industrial Studies, Asia, pp. 379-433.
 Carpenter, Asia, pp. 23-111.
 Huntington, Asia, pp. 192-221.
 Little People Everywhere and Little Journeys. On Japan.

12. China. What factors have operated against China in rising to a position similar to that of Japan?

National progress. *What has prevented the large and populous country of China from becoming a powerful nation?* The influence of geographic conditions. Why the population is unequally distributed. Why backward, with so much ancient culture. Significance of the "Great Wall." Characteristic differences from other nations her isolation has developed. How the people can subsist so largely on rice. Why tea is used so much. Why Shanghai is the world's greatest silk market. Why object to eating with Chinese family of the poorest classes. Why there are no cows or horses. What effect overcrowding has had upon roads. Why boats and carts use wind power where possible. How much food can be raised on one acre for six persons. Why such good laborers as the Chinese use such primitive methods of farming. Natural resources remaining undeveloped. Why the Hoang valley is becoming an important manufacturing center. Explain recent changes in government, in customs, in schools and in transportation. The Boxer rebellion. Germany's part in it and her practices then compared with those in the World War. Effect of the United States returning Boxer indemnity money to China. Chinese immigration to California and United States laws. (Textbook, p. 28.) Possible results of the "Open Door" policy.

References:

- Tarr and McMurry, Second Book, pp. 361-367.
 Allen, Industrial Studies, Asia, Chaps. II-VII.
 Carpenter, Asia, pp. 111-180, 306-316.
 Huntington, Asia, pp. 221-284, 171-182.
 Little Journeys. On China.

13. Southwestern Asia. Why should this undeveloped region have had such a great influence upon European civilization?

Birthplace of Christianity. *Why are Jewish and Christian people so deeply interested in this region?* Countries included. Geographic influences. Relation of Palestine to Bible history. Why the Christian world should desire that Palestine be held by the civilized nations as a neutral country. Effects of Turkish rule upon the development of the country. How American sympathy for Armenian sufferers in the World War has been shown.

References:

- Tarr and McMurry, Second Book, pp. 347-352.
 Allen, Industrial Studies, Asia, Chaps. X, XI.
 Carpenter, Asia, pp. 321-366.
 Huntington, Asia, pp. 38-112.

14. Comparative Reviews.

a. Montana. *Why should Montana be known as the "Land of Opportunities"?* Her position among the states in area, population, wealth; production of grains, livestock, fruits; production of fuels and minerals. How fully the state meets home demands. Where the surplus goes for consumption and manufacture. Products brought here from other states and foreign countries. Value of railroads in making exchanges. Where more railroads are needed. How fully the state lives up to her ability in patriotic service.

b. The United States. *What are the industrial and commercial possibilities of our country in her relation with foreign nations?* Her position among the nations of the world in area, population, wealth; as a producer of food stuffs; as a manufacturer of textiles and other commodities; as a miner of valuable minerals including fuels; as a tradesman in the world's best goods *as a teacher of democracy, justice and truth.* Frequency of high rank our country takes. How fully the United States supplies home demands. Where our surplus products go. What commercial products other nations send to us. Why so many railroads run east and west; why so many in the east. Great railroad terminals and inland trade centers. Government management of railroads during the war to conserve and economize. Ocean routes and terminal points. Commercial importance of the Panama Canal and Suez Canal. Size, capacity and durability of ocean liners. Means of international communication and their value. Value of a compass to a sailor; of wireless to a vessel in distress. Why so much of our trade has been carried on foreign ships. Why our European trade is so large. Effect of the World War on American manufacture and trade. Camouflage as a war measure. War aims as set forth by President Wilson. Strides made in national economy. How problems on the high cost of living incident to the war were met. The great need of boys and girls using their powers efficiently and without waste. Human conservation practiced by old and young.

c. High Standards of Achievement. *What determines the greatness or superiority of a nation? What is the United States doing to teach the nations of the world to have a sincere respect for all mankind?* The leading nations of the world. (Limit to the eight great powers, as given in the text.) Comparative facts in regard to position, race or color, spoken language, capital wealth, quantities of food stuffs, clothing or shelter possessed, respect or brotherly feeling for all mankind. The true conception of "superiority." Estimation of our country's greatness. The appropriations and contract authorization by Congress for the year 1918 were equal to three-fourths of the appropriations made by all previous congresses in the history of the United States. How this enormous sum of 21 billion dollars was used in the fight for democracy. Speeding up war work in 1918. Vast sums of money and great quantities of food and materials supplied. Increasing the size of the United States army and navy. Spirit of service as shown by the people in Red Cross work, in Y. M. C. A. work, in the purchase of Thrift Stamps and Liberty Bonds, in free and generous contributions to Armenian, Belgian and other relief funds. Compare

with cost in loss of lives, in the great number crippled for life, in suffering among destitute people; such as, widows and orphans. How we can help most in the service of our country as the symbol of liberty, justice and truth. How we can help to make "the world safe for democracy" and "democracy safe for the world"; the sincere respect each should have for all mankind.

"It is a fearful thing to lead this great peaceful people into war, into the most terrible and disastrous of all wars, civilization itself seeming to be in the balance. But the right is more precious than peace, and we shall fight for the things which we have always carried nearest our hearts—for democracy, for the right of those who submit to authority to have a voice in their own governments, for the rights and liberties of small nations, for a universal dominion of right by such a concert of free peoples as shall bring peace and safety to all nations and make the world itself at last free. To such a task we can dedicate our lives and our fortunes, everything that we are and everything that we have, with the pride of those who know that the day has come when America is privileged to spend her blood and her might for the principles that gave her birth and happiness and the peace which she has treasured. God helping her, she can do no other."—Woodrow Wilson (from his address to Congress, April 2, 1917.)

References:

- Tarr and McMurry, Second Book, pp. 400-413, supplement.
 Benezet, The World War and What Was Behind It.
 Keller and Bishop, Commercial and Industrial Geography.
 Rocheleau, Great American Industries. (Revised edition.)

C. CONCLUDING TOPICS

Minimal Essentials

The following minimal essentials should be known by boys and girls completing the elementary school. Relational facts are even more important than facts of place, but both are helpful in answering the geographic needs of life.

1. Locate on unlettered outline maps:

- a. Six *continents* and five *oceans*. Relative size.
- b. The *forty-eight states*. (Write names of states in proper places.)

2. Countries. In a study reported in **The Seventeenth Year Book**, February, 1918, the following countries are given in the order of their relative importance as determined by area, population, total import and export trade, and import

and export trade with the United States. Pupils should be able to locate them on unlettered maps, give the approximate area and population of the United States, and, in the case of each of the twenty starred countries, give the direction of each country from the home locality, and state whether the area and the population of each is **larger, smaller, or approximately the same** as that of the United States. In these same twenty countries, with the United States included, is the prevailing temperature in the hot, the cold, or the intermediate belt? Is the rainfall heavy (above 50 inches), moderate (20 to 50 inches) or light (less than 20 inches)?

United States	*Belgium	Algeria
*Great Britain	*Australia	New Zealand
*Germany	*Spain	Persia
*France	*Sweden	Portugal
*India	*Egypt	Roumania
*Austria-Hungary	*Turkey	Venezuela
*Russia	Switzerland	Bolivia
*Canada	Chili	Uruguay
*Italy	South African Union	Siam
*Japan	Philippine Islands	Greece
*China	Peru	Morocco
*Brazil	Cuba	Serbia
*Argentina	Denmark	Bulgaria
*The Netherlands	Norway	Equador
*Mexico		

3. **Land Forms.** Locate on unlettered map or name country in which located.

a. *Mountain ranges and peaks, plateaus, plains and deserts.* For those that are starred select the statements that most nearly indicate the prevailing conditions; easy to cross, difficult to cross, extends above tree line, permanent snowfields, large cities, no large cities, dense population, herding industry important, much mining. (Adapted from Seventeenth Year Book.)

*Alps	Granite Peak	Mt. Rainier
*Andes	*Great Basin	Mt. Shasta
*Appalachian	*Great Plains	Mt. Washington
Atlas	*Himalaya Mts.	Mt. Vesuvius
Beartooth	Lassen Peak	Mt. Whitney
*Bitter Root	*Llanos	*Pampas
Blue Ridge	*Local mountains	*Plateau of Tibet
*Cascade	Mt. Blanc	*Rocky Mountains
Catskill	Mt. Elburz	Pike's Peak
*Caucasus	Mt. Everest	*Sahara Desert
Coast Range	Mt. Hood	*Selvas
*Colorado Plateau	Mt. McKinley	*Sierra Nevada
*Desert of Atacama	Mt. Mitchell	Steppes
		Ural Mts.

b. *Peninsulas, capes and islands.* Effect on outline of continent or relation to nearest land masses. Are those starred important, very important, or of little importance commercially?

*Alaska	*Cuba	Malay Pen.
Arabia	Danish Pen.	*Newfoundland
*Bahama Is.	*East Indies	New Guinea
Balkan Pen.	*Florida	*New Zealand
*Bermuda Is.	*Greenland	*Novia Scotia
Borneo	*Guam	*Porto Rico
Cape Cod	Haiti	Pribolof Is.
Cape Hatteras	*Hawaiian Is.	Samoan Is.
Cape Henry	Iceland	Sardinia
Cape Horn	Indo-China	Scandinavian Pen.
Cape North	Italian Pen.	Sicily
Cape of Good Hope	*Jamaica	Spanish Pen.
Cape Sable (Florida)	*Java	*Sumatra
Cape Verde	Lands End	Tasmania
*Ceylon	*Long Island	*Trinidad
*Chosen (Korea)	Lower California	Vancouver Is.
Corsica	Madagascar	*West Indies
		Yucatan

4. Water Forms—lakes, rivers, canals, indentations.

Locate on unlettered maps or name country in which located. Select the statements that more nearly indicate the prevailing conditions concerning those starred: dense population, sparse population, irrigation practiced, much mining, much swamp and overflow land, agriculture important, manufacturing important. (Adapted from Seventeenth Year Book). Are the rivers that are starred (*) and the other water forms marked (†) of little importance, important, or very important for navigation?

*Amazon R.	G. of Mexico	Niger R.
Arabian Sea	G. of St. Lawrence	Adriatic Sea
Arkansas R.	*Hoang R.	*Nile R.
†Baltic Sea	Hudson R.	North Sea
B. of Bengal	Hudson B.	Ohio R.
B. of Biscay	Indus R.	Orinoco R.
Bering Sea	Irish Sea	†Panama Canal
Black Sea	†Japan Sea	*Plata R.
Big Horn R.	L. Baikal	*Po R.
Bosporus Strait	L. Champlain	*Potomac R.
Caribbean Sea	L. Erie	Powder R.
Caspian Sea	L. Huron	†Puget Sound
†Chesapeake B.	L. Michigan	†Red Sea
China Sea	L. of the Woods	*Rhine R.
*Colorado R.	L. Ontario	*Rio Grande R.
*Columbia R.	L. Superior	San Francisco B.
*Congo R.	L. Tanganyika	St. of Dover
*Danube R.	L. Titaca	†St. of Gibraltar
†Dardanelles	L. Victoria Nyanza	*St. Lawrence R.
†Dead Sea	L. Winnipeg	†St. of Magellan
*Delaware B. or R.	Local forms	*Seine R.
*Elbe R.	*Mackenzie R.	Snake R.
†English Channel	Manchester Ship Canal	Suez Canal
†Erie Canal	†Mediterranean Sea	*Thames R.
Euphrates R.	Milk R.	The Soo Canal
†Flathead L.	*Mississippi R.	†Volga R.
*Ganges R.	*Missouri R.	Welland Canal
Great Salt Lake	Murray R.	*Yangtse R.
G. of California	Nelson R.	*Yellowstone R.
G. of Guinia		*Yukon R.
		*Zambezi R.

5. **Cities.** Locate each of the following cities by country, or by state if in the United States. Select the statements that properly describe the cities that are starred: seaport, river port, lake port, important railroad center, a political capital, a mountain pass city, an important manufacturing city, an important commercial city.

Albany	Dublin	Milan
Alexandria	Duluth	Miles City (Mont.)
*Amsterdam	Edinburg	*Milwaukee
Anaconda (Mont.)	Essen	*Minneapolis
Annapolis	Fall River	*Missoula (Mont.)
Antwerp	Fargo	Mobile
Athens	Florence	*Montevideo
Atlanta	Galveston	*Montreal
Bagdad	Geneva	*Moscow
*Bahia	Genoa	Munich
*Baltimore	*Glasgow	Nagasaki
Batavia	Glasgow (Mont.)	*Naples
Belfast	Glendive (Mont.)	Nashville
*Berlin	Grand Rapids	*Newark
Billings (Mont.)	Great Falls (Mont.)	New Haven
Birmingham (Eng.)	Halifax	*New Orleans
Birmingham (Ala.)	*Hamburg	*New York
Bismarck	*Hankau	Odessa
Bogota	Hartford	Oklahoma City
Boise	*Havana	Omaha
*Bombay	Havre	*Osaka
*Boston	Havre (Mont.)	Ottawa
Bozeman (Mont.)	Helena (Mont.)	Panama
Bremen	Hongkong	*Paris
*Brussels	Honolulu	Peking
*Budapest	*Indianapolis	*Petrograd
*Buffalo	Jacksonville	*Philadelphia
*Buenos Aires	*Jersey City	Pierre
Butte (Mont.)	*Jerusalem	*Pittsburg
*Cairo	Johannesburg	*Portland (Me.)
*Calcutta	Juneau	*Portland (Ore.)
*Canton	Kalispell (Mont.)	*Providence
Cape Town	Kansas City	Quebec
Caracas	Kimberley	Quito
Charleston (S. C.)	Leeds	Red Lodge (Mont.)
Cheyenne	Leipzig	Richmond
*Chicago	Lewistown (Mont.)	*Rio de Janeiro
Christiania	Lima	*Rochester
*Cincinnati	*Liverpool	Rome
*Cleveland	Livingston (Mont.)	*St. Louis
Cologne	*London	*St. Paul
Columbus (Ga.)	*Los Angeles	Salt Lake City
*Columbus (Ohio)	*Louisville	San Antonio
*Constantinople	Lyons	*San Francisco
Copenhagen	*Madrid	San Juan
Damascus	*Manchester (Eng.)	Santiago
Dayton	Manila	*Santos
Deer Lodge (Mont.)	Marseilles	*Sao Paula
*Denver	Mecca	*Savannah
Des Moines	Melbourne	*Seattle
*Detroit	Memphis	Shanghai
Dillon (Mont.)	*Mexico City	Sheffield

Singapore	*Tokyo	Vera Cruz
Smyrna	Toledo	Verdun
Spokane	*Toronto	Vienna
*Stockholm	Trenton	Vladivostok
*Sydney	Trieste	*Warsaw
Syracuse	Tuscon	*Washington
Tacoma	Valparaiso	West Point
The Hague	Vancouver	Winnipeg
*Tientsin	Venice	Yokohama

6. Railroad Systems. Location of main lines and terminals.

Great Northern	New York Central
Northern Pacific	Southern Pacific
Chicago, Milwaukee & St. Paul	Trans-Siberian
Canadian Pacific	Local railroad
Union Pacific	

Are railroads well developed or undeveloped in each of the twenty countries starred?

7. Places of Interest. Location. Why important.

Bunker Hill Monument	Natural Bridge
Ellis Island	Niagara Falls
Garden of the Gods	No Man's Land
Gettysburg Cemetery	Plymouth Rock
Glacier National Park	Pyramids of Egypt
Grand Canyon	Statue of Liberty
Klondike Region	The Vatican
Mammoth Cave	Westminster Abbey
Montana State Capitol	White House
Mount Vernon	Yellowstone National Park
National Capitol	Yosemite Valley

8. Approximate Latitude and Longitude of:

New York City	Manila
New Orleans	Local region
Rio de Janeiro	Montana state boundaries
San Francisco	Latitude of circles dividing
London	zones of light.
Petrograd	

9. Comparative Statistics. Five year averages are better than last year statistics. If data are available, revise textbook figures. (Figures below mean number of; as, "3" means three states, etc.)

- Give leading exports (5) and imports (5) of the United States.
- Give states where the following products are very important.

wheat (3)	beef (2)	iron (2)
cotton (3)	wool (2)	gold (3)
corn (3)	horses (2)	silver (3)
sugar (2)	lumber (2)	copper (2)
hay (2)	coal (3)	dairy products (2)
swine (1)	petroleum (2)	mfg. products (2)

c. Give countries where the following products are very important.

wheat (2)	cattle (2)	iron (2)
sugar (3)	cotton (2)	copper (1)
tea (2)	wool (3)	petroleum (2)
coffee (1)	silk (3)	gold (2)
rice (2)	coal (3)	silver (2)

d. Give largest cities in the United States (5), in the world (5.)

e. Give largest states in area (3), population (2), wealth (3.)

10. Causation

a. Give *three* good reasons for the growth of each of the following cities: Chicago, New York, San Francisco, and the largest city in each of the twenty countries starred.

b. Name from one to three of the most important industries in the twenty countries (*) and give reasons for the same.

11. Maps

a. Draw from memory with approximate accuracy in the form of a general outline map the *local county, Montana, United States* and *each of the six continents*. Give attention to the principal shore forms only.

b. On these maps show the approximate location of boundary lines of countries, of land and water forms, and of cities given in the list of essentials, including in each case only those that are starred (*.)

REFERENCES AND MATERIAL EQUIPMENT

Free Bulletins:

- a. Eastern Illinois State Normal School, Charleston, Ill.

*Bulletin No. 54, Materials on Geography which may be obtained free or at small cost. To secure a valuable collection of materials free and to motivate letter writing *send for this bulletin*.

- b. U. S. Department of Agriculture, Washington, D. C.

*Graphic Summary of Agriculture. (Y. B. separate 681.)
Reprint from the Yearbook of 1915. An indispensable list of maps and charts on crops of the United States.
List of Farmers' Bulletins. Send for list. Select those useful in geography.

- c. National Park Service, Dept. of Interior, Washington, D. C.

Glimpses of Our National Parks.

Bulletins of each National Park separately.

- d. Department of Agriculture and Publicity, Helena, Mont.

*Montana, 1919 (yearly.) Also Motoring in Montana and guide map.

- e. Experiment Station, Montana Agricultural College, Bozeman.
A Report on Montana Climate.
Irrigation in Montana. (Request list of free bulletins.)
- f. International Harvester Company, Chicago, Illinois.
The Story of a Loaf of Bread, and other bulletins. Send for list.
Harvest Scenes in the World—50c.
- g. Chicago, Milwaukee & St. Paul R. R., Chicago; Great Northern R. R., St. Paul; Northern Pacific R. R., St. Paul.
Each railroad has a valuable publication on "Montana, the Treasure State," and other publications.

Equipment: (Any school supply company).

- a. *Suspended globe*, 12 inches in diameter, about \$6.25; or 18-inch globe, about \$16.00.
- b. *Wall maps*. Johnston International Series with "Rotary Case" recommended. Case and eight maps, about \$27.60. Every school where geography is taught should have one good set of *up-to-date maps* consisting of Montana, United States, The World (Mercator's Projection), North America, Europe, South America and Asia. A county map should be available. A blackboard outline map of the United States is also very desirable. The Railroad Commissioners, Helena, supply Montana maps free.
- c. *Outline maps*. A good desk outline map is simply constructed and gives as few details as possible. Such maps are the Lincoln Geographical Series, published by Atkinson, Mentzer and Co., Chicago; the Johnston Series of outline maps; and those of the McKinley Series which include boundaries and rivers only. From cardboard pattern maps and "puzzle maps" of the United States can be cut. Much can be learned from fitting the United States together.
- d. *Pictures*. Send for Catalog of Educational Pictures, Walter L. Lillie, Columbus, Ohio; catalog of pictures, Perry Picture Co., Malden, Mass.; catalog of pictures from school supply houses. The Art Manual, published by John W. Graham and Co., Spokane, Washington, is good.
- e. *Other supplies*. Other useful supplies are a sand table with sand, soil boxes, thermometer, manila cardboard, mucilage, collection of specimens of rocks, wood, relics, etc., and a good pointer.

Books and Magazines:

- a. Geographical Readers. (Lists given on pages 378, 297).
- *b. Dodge and Kirchwey, *The Teaching of Geography in Elementary Schools*. Rand McNally, Chicago, 75c. *A reliable guide for the teacher*.
- *c. Kendall and Mirick, *How to Teach the Fundamental Subjects*. Houghton, Mifflin Co., Chicago. (For the teacher.)
- d. *The World Almanac and Encyclopedia*. (Annual.) New York World, New York, 35c.
- e. *National Geographic Magazine*, National Geographic Society, Washington, D. C., \$2.50.

f. Freeman, Montana, Geographic Factors Influencing the State, Geographic Society of Philadelphia, Philadelphia, Pa., 50c.

g. The World Book, 8 vols. The World Book Company, 104 South Michigan Ave., Chicago. A very recent, readable and complete reference work for the school. It covers all the subjects of the curriculum. The New Students' Reference Work, 4 vols., F. E. Compton & Co., Chicago, and the Standard Reference Work, 8 vols., Wells Brothers Publishing Co., Minneapolis, are also recommended.

*Specially recommended.

PHYSICAL EDUCATION

It has not been possible to present a course in Physical Education at this time, important as that subject is. It is hoped that until such time as a course can be prepared the following suggestions may prove of some assistance to teachers. Present plans contemplate the issuance next year of courses in Physical Education, Music and Art to be prepared by specialists in each of these subjects.

"To play in the sunlight is a child's right, and it is not to be cheated out of it. And when it is cheated out, it is not the child but the community that is robbed of that besides which all its wealth is but tinsel and trash. For men, not money, make a country great, and joyless children do not make good men."

—Jacob A. Riis.

The public schools, social workers, churches, and numerous organizations are cooperating with the Children's Bureau to instill in the American people a health consciousness. There never was such an opportune time to arouse an active interest in health as today, for the whole country has been shocked to find that about 30% of the young men called to the service were physically unfit. For some time it has been known that at least 50% of the school children of the United States have physical defects and ailments that impede normal development in greater or less degree but it required a great war to arouse people from their apathy.

England has recently passed a bill establishing special schools for physically defective children and local school authorities are encouraged "to make provisions for school camps, school baths, swimming and other facilities for social and physical training." At least two of our own states have recently made physical education compulsory in the public schools. There is at present a bill before Congress appropriating \$20,000,000 to promote physical and health education and recreation, medical and dental examination of children of school age, to determine mental and physical defects, to employ school nurses, to maintain school dental clinics and to instruct people in the principles of health and

sanitation. The bill provides that a state must meet the federal appropriation dollar for dollar in order to receive the benefit of the funds created by the bill.

The hygiene and physiology course of study emphasizes play and recreation as a part of school work. The new conception of hygiene which stresses the development of health habits, can be realized only by the use that is made of the natural instinct of play. A teacher is not teaching hygiene successfully if she is not teaching children games and keeping up her own play spirit.

The United States Government has realized that the morale of the soldiers must be kept up by play—organized play. If soldiers cannot make good fighters without play, neither can civilians make good workers and good citizens without play. The Greeks are said to have always kept their youth, as play was an important part of their education. The moral value of recreation is quite as important as the physical value. A nation's ideals as well as its strength are raised by wholesome games in which all are participants.

New Conception of Physical Education

In America we are just beginning to realize that we have had the wrong idea of play. The book-worm, and the frail student have not been given opportunity to become stronger or to develop a play spirit and a spirit of cooperation. "For he that hath, to him shall be given; and he that hath not, from him shall be taken even that which he hath" has been all too true in school recreation. This kind of physical education which has led to commercialized recreation, has not been considered good for our soldiers, for the morale could not be kept up in an army of "fans". Such a plan of physical education is inconsistent with our conception of a democratic system of education. The schools which have fostered such an undemocratic system must change their plans for recreation by encouraging play for all—the undersized boy, the over fastidious and over dressed girl, the stoop shouldered child, the timid pupil, as well as for the boy who has heretofore monopolized the play ground and has played to his heart's content whether encouraged by the school or not.

The School Recess

Jessie Bancroft says, "The typical school recess is a sad apology for complete refreshment of mind and body. A few pupils take the center of the field of play, while the large majority, most of whom are in greater need of exercise, stand or walk slowly around the edges, talking over the teacher and the lesson. An organized recess, by which is meant a program whereby only enuf classes go to the playground at one time to give opportunity for all of the pupils to run and play at once, does away with these objections, if some little guidance or leadership be given the children for lively games."

There are very few village and city schools that do not have a playground equipment—sand bins for the little folks, basket ball, teeter boards, swings, athletic slides, giant strides, horizontal bars, croquet sets, etc. But few rural schools have such equipment. In a school well equipped with such apparatus most children will use them freely without being encouraged, but with the exception of volley-ball, tennis, tether-ball, baseball and croquet, children do not learn the first principles of team work from the use of playground equipment. Again the children who need the play least will monopolize the baseball, volley-ball, tennis and tether-ball equipment. Unless there is playground supervision the aggressive child will not be taught self-control and unselfishness, the retiring child will not be taught self-confidence and cooperation, the dishonest child will not be taught fair play and the spoiled, uncontrolled child will not be taught how to be a good loser.

Rest Periods and Stormy Day Recesses

Every school should have occasional rest periods between classes, an interval in which there is an entire change of position, change of thot and change of air. A well trained teacher has a repertoire of many story or rhythmic plays or gymnastic exercises suitable for such occasions. The same type of exercises and plays should be used for indoor recesses on stormy days in schools not provided with a playroom in which more vigorous games may be used.

Story or Rhythmic Games for Lower Grades:

(Attention should be paid to exercises that are seasonal).

1. Jack be Nimble, Jack be Quick

Children stand in the aisle and imagine a candle stick in front of them or that their chairs are candle sticks. As the rhyme is repeated or sung children "jump over the candle stick."

2. The Wind Blowing the Corn

Children are divided into groups representing (a) the corn and (b) the wind. The wind blows (children run and make whistling noise), the corn tassels (head nod, the leaves (arms) shake, and the stocks (bodies) bend. Directions may be given by the teacher for gentle breezes, a strong wind, a gale, wind dying down, etc.

3. Skating

Children are arranged in couples, hands clasped as for skating. To a slow march played by the teacher or on the phonograph children slide diagonally forward to the left, to the right. Children blow on fingers, fling arms across the chest and jump lightly on the toes to get warm.

4. "I Say——"

The teacher or a pupil as leader, gives the commands standing in front of the children who are standing at attention with hands on hips. As a command is given, "I say, stoop," children stoop, or if they make the wrong move, they take their seats. Other commands are, "I say, stand", "I say, jump", "I say, bend", etc.

5. Hand-Organ Man

Children imitate the playing of the hand-organ, the hopping of the monkey with heads up, the dancing of the Italian girl, picking up the pennies and the acknowledgement of the hand-organ man.

6. The Circus

Children imitate the crowd climbing up the steps to their seats, playing of the band (beat drums, play trombone, etc., as they march around the room), jumping thru hoops (over the seat landing on the toes), walking the tight rope, etc.

Hundreds of activities of the community such as home-washing, mowing the lawn, shoveling snow, rowing, driving a car, loading lumber, digging ore, ringing Christmas bells, digging up pavement, rocking a baby, etc.—may be used for the desired relaxation and rhythmic exercise.

Other games, such as, Have You Seen My Sheep, Hide the Thimble, Kaleidoscope, Menagerie, Blackboard Relay, etc. are just as suitable for schoolroom games. (These and a great many others may be found in Bancroft's Games for the Playground, Home, School and Gymnasium).

Informal games such as Overhead Relay, Blackboard Relay, etc., and gymnastic exercises may be used for school-room recesses in upper grades.

Inter-school Contests

It is customary in most parts of the state to hold annually a county field meet at the county seat. Such an event is almost national in scope and the result is far-reaching. There is one weakness, however, that has not yet been corrected in some sections but which should receive the careful consideration of those who have such an event in charge. The usual field meet encourages those who are already athletically inclined to become more skillful players, faster runners or higher jumpers and each school is judged by the athletic prodigy which represents it.

An effort should be made to have such a series of games that every child can take part in something. In certain events school should compete against school rather than individuals against each other. Of course, when all children play, the results may seem cruder to observers, but there will be fewer observers when the aim is to get all children to play.

Festivals and Pageants

One of the best ways to develop the aesthetic side of play and to make literature and history real to children is thru the festival or pageant. If folk dancing and dramatization of scenes in literature and history are the everyday part of school work, a festival or pageant is no serious undertaking. The pageant or festival tho much more pretentious than the ordinary school entertainment may be an outgrowth of such events, different grades being responsible for different episodes or interludes.

Often upper grade students write very creditable plays or pageants. The home-made pageant is of course, of much greater educational value than the ready made ones found in the books, tho children may be encouraged to draw suggestions from many sources. Children must be full of their subjects and steeped in feeling for the thing about which they are to write and to act in order to produce best results.

There is not a part of Montana that is not rich in history and Indian legend that may be drawn from in the making of a pageant. The coming of Lewis and Clark, the

discovery and prospecting for gold, the early settlements, Indian life and legends are all rich subjects that lend themselves particularly to the out-of-door pageant. Symbolic dances usually form the interludes.

Patriotic festivals, Christmas festivals, May Day festivals, etc. are splendid opportunities for encouraging a spirit of play and for developing patriotism, reverence, grace and cooperation.

Boy Scouts, Girl Scouts and Camp Fire Girls

Every community should have a Boy Scout and Girl Scout or Camp Fire Girl organization. Often the teacher, if he or she is a person of vision, initiative and daring, is best fitted to be the leader of such an organization. The school cannot afford to allow such a wonderful opportunity to help the young people of the community pass because of lack of leadership.

Education is incomplete without one of these organizations to supplement the all too formal work of the school. Dean Russell of Columbia University says of the Boy Scouts, "I would consider myself a prince among schoolmen if I could devise a school program in which the curriculum should appeal so directly to a boy's interests and the courses of study apply so serviceably to adult needs." And again he says, "As a teacher, I take off my hat to Sir Robert Baden-Powell, the genius who in a bare decade has done more to vitalize the methods of character training than all the schoolmen in this country have done since the Pilgrims landed on the New England coast."

Moral education has been more or less a failure in the public schools principally because we have not given children opportunities to learn by doing. Virtues are instilled in Boy Scouts and in girls of similar organizations, not by talking about honesty, politeness, loyalty, self reliance, bravery, cheerfulness, obedience, duty, unselfishness, helpfulness and reverence but by living those virtues. The scout laws are based on the most modern pedagogy, which most schools fail to observe. The scout passes from step to step by becoming proficient in certain small "stunts" until habits are fixed, not by talking about what should be done, but by actual doing. The scout oath taken by every boy on becoming a tenderfoot is practised daily.

"On my honor, I will do my best (1) to do my duty to God and my country, and to obey the scout law; (2) to help other people at all times; (3) to keep myself physically strong, mentally awake and morally straight."

Can the school allow any community to go without such an organization because of a lack of leaders?

Books on Play

General:

- Curtis, Play and Recreation, Ginn & Co.
- Curtis, The Play Movement and Its Significance. Macmillan Co.
- Johnson, Education by Plays and Games, Ginn & Co.
- Kendall and Mirick, How to Teach the Special Subjects, Chap. III. Houghton Mifflin Co.
- Wood, Health of Teachers, Bulletin giving report of the Commission on Welfare of Teachers, New York State Teachers Association, (25c). Dr. Thomas D. Wood, Columbia University.
- Engleman, Moral Education in School and Home, Chap. XIV. Benj. H. Sanborn Co.

Games:

- Bancroft, Games for the Playground, Home, School and Gymnasium, Macmillan Co.
- Spalding Athletic Library—American Sports Publishing Co., New York.
- No. 1. Spalding's Official Baseball Guide.
- No. 9. Spalding's Official Indoor Base-Ball Guide.
- No. 202. How to Play Base Ball.
- No. 157. How to Play Lawn Tennis.
- No. 193. How to Play Basket Ball.

Singing Games and Folk Dances:

- *Hofer, Children's Singing Games—Old and New. A. Flanagan Co.
- *Hofer, Popular Folk Games and Dances. A. Flanagan Co.
- Crawford, Folk Dances and Games. A. S. Barnes & Co.
- *Crampton, The Folk Dance Book. A. S. Barnes & Co.
- Clark, Physical Training for the Elementary School. Benjamin H. Sanborn & Co.

Story and Rhythmic Plays:

- *Clark, Physical Training for the Elementary School. Benjamin H. Sanborn & Co.

Gymnastics:

- Clark, Physical Training for the Elementary School. Benjamin H. Sanborn & Co.
- Bancroft, School Gymnastics, Free Hand. D. C. Heath Co.

Playground Equipment:

- Arnold, Some Inexpensive Playground Apparatus, Playground Assn. of America, 5 cents.
- Leland and Leland, Playground, Technique and Playcraft, Vol. 1, F. A. Bassette Co., Springfield, Mass., \$2.50.

Festivals and Pageants:

*Chubb, Festivals and Plays. Harper Bros.

Mackay, How to Produce Children's Plays.

....., Patriotic Plays and Pageants.

....., The Silver Thread and Other Folk
Plays.

....., The House of the Heart.

} Henry Holt Co.,
New York

Boy Scouts and Camp Fire Girls:

Boy Scouts' Handbook

Boy Scout Headquarters, 200 Fifth Ave., New York.

Camp Fire Manual,

Camp Fire Headquarters, 118 E. 28th St., New York

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TO ALL STUDIES

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